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Spoken Hindustani

BASIC COURSE · UNITS 1-12

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WAR DEPARTMENT EDUCATION MANUAL • EM 544

Spoken Hindustani

BASIC COURSE • UNITS 1–12

by Heinrich Hoenigswald

PUBLISHED FOR THE UNITED STATES ARMED FORCES INSTITUTE
BY THE LINGUISTIC SOCIETY OF AMERICA AND THE INTENSIVE LANGUAGE PROGRAM
AMERICAN COUNCIL OF LEARNED SOCIETIES

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WAR DEPARTMENT
Washington 25 D. C., 1 January 1945
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INTRODUCTION

1. This Course in spoken Hindustani is designed as a general introduction to the Hindustani language. It contains all the essential grammatical materials for learning to speak everyday Hindustani, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must HEAR a language if you are to understand it when spoken, and that you must practice speaking it in order to master its sounds and its forms.

A teacher of Hindustani will not always be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material.

2. The Hindustani Language is spoken by about 140 million people in a large section of northern and central India. It is also used as a second language by a huge number of speakers of other languages all over India and Burma (and even other parts of Asia.) This makes Hindustani one of the largest language communities in the world. Hindustani speakers of the Moslem faith often call their language "Urdu," while Hindus refer to it as "Hindi." This distinction becomes more meaningful only in connection with reading and writing and formal literature. Otherwise, the three terms, Hindustani, Urdu, and Hindi mean roughly the same colloquial language, as there is but little difference in the speech of Moslems and Hindus in a given section.

Variations in language are, however, perfectly natural and are found in every language in the world. When these variations are small they are nothing to worry about. All the people you meet in India, who are either native or fairly fluent secondary speakers of Hindustani, will understand the kind of Hindustani presented in this manual, and a great many of them, especially among the Moslem population in the towns of northern India, will speak it exactly as you find it here. Elsewhere people may, however, speak a slightly different kind of Hindustani. If the pronunciation you hear does not quite match what is given to you in this manual or what you hear in this course, IMITATE THE PERSON WITH WHOM YOU ARE SPEAKING. Likewise, do not hesitate to use the gestures which you see, for they are part of the language. Imitate them if you can.

3. To Help You in learning to speak Hindustani, this course makes use of two tools: a native speaker of the language, and this book. The two must be used to-

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gether, as neither one is of any use without the other.

This manual has been so organized that it can be used to study by yourself or in a group. If you work in a group and have no regular teacher choose one of the group to act as *Group Leader*.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the use of a native speaker of Hindustani, preferably a person who can be on hand through the course, or next best the voice of a native speaker recorded on phonograph records which are supplied with this manual. But even when a native speaker is present during the course, the records can always be used for additional study. The native speaker of Hindustani is referred to as the *Guide;* if you can get a Guide, use him as a source of information throughout the course. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation; it is NOT his business to be a teacher or to "explain" the language to you. The Guide should be, if possible, a person who speaks more or less the type of Hindustani found in this manual, not merely the dialect of a particular region; but he should speak this type of Hindustani naturally and without affectation. He should be neither overeducated nor too uncultured.

5. The Book is divided into five major parts, each containing five learning *units* and one unit devoted to *review*. Each unit contains several *sections*, usually the following:

A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, and Pronunciation Drill, in Parts III, IV, and V)

B. Word Study and Review of Basic Sentences

C. Review of Basic Sentences (Cont.)

D. Listening In

E. Conversation

F. Conversation (Cont.)

These six sections are followed in each learning unit by a *finder list* containing all the new words in the particular unit. At the end of the Manual are included a summary of all word study material as well as supplementary word lists for Units 13 through 30. All the words in the manual are included in two complete vocabularies, Hindustani-English and English-Hindustani.

6. The Basic Sentences in each unit are arranged so as to give you a number of new words and a number of new ways of saying things; first broken up into words or short phrases, and then combined in complete sentences. On the printed page, they are presented in parallel columns, which contain on the left the English equivalent and on the right the Hindustani material.

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In the Appendix samples of writing in both conventional scripts will be presented.

7. The Aids to Listening which are given throughout the manual are designed to help you in remembering the Hindustani words AS THEY SOUND. In the Aids to Listening, each Hindustani sound is represented by one letter or group of letters. Every letter (or group of letters) always stands for the same sound. The correspondences between the Aids to Listening and the conventional scripts will be explained in the *Appendix*.

8. The Hints on Pronunciation are given you to help you improve your speech in Hindustani. No language has sounds exactly like those of any other; and in Hindustani you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds. As you go through the *Basic Sentences* try to hear and imitate more precisely the sounds described for you in these hints.

9. Pronunciation Is Important for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

10. The Native Speaker Is Always Right. At times this manual or the phonograph records may show one pronunciation and the particular native speaker who acts as your Guide will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the *Aids to Listening*.

11. The Word Study sections show you certain uses and combinations of words and phrases studied up to that point; you are taught how to take apart the words and phrases which you hear and how to make new words and phrases on the same model.

12. The Listening In section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversation among Hindustani-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. In order to converse well, you should know everything that you have learned up to that point. When you take part in a conversation, you should do so as easily and naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material you have been studying; stick to what you have learned and practice it thoroughly.

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14. Talking Hindustani. In Speaking Hindustani you should NOT first figure out what you want to say in English and then translate it into Hindustani, word for word. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose long and complicated sentences. As soon as you do, you lapse into English speech habits and stop learning Hindustani and Hindustani speech habits.

When people speak to you, they will often use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Hindustani, or by asking them to repeat slowly, or to explain in simpler terms. If you do this you will constantly learn more and will practice the Hindustani you already know in the process.

Your learning of Hindustani will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them thoroughly. Carry along a notebook to jot down what you want to remember; you can then review this material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing right away. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Hindustani, even at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

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PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each *Unit* of this course is divided into six *Sections*. It is suggested that the group spend not less than fifty minutes on each section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on this page. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the *Guide's Manual*, which tells him just what he is to do and gives him the Hindustani he is to speak to the group.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to enable you to make ordinary wants known and to carry on a simple conversation in Hindustani from the very start.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. Opposite, in the right hand column, is a simplified spelling of the Hindustani which will help you in getting the sounds. The *Leader* of the group will first read the *English Equivalent* and pause for the *Guide* to speak the Hindustani. Every member of the group then repeats after the Guide. The Guide will then say the Hindustani a second time and everybody will repeat after him as before. The Leader will then read the next English equivalent and the Guide and group will follow the procedure indicated.

If no Guide is available, the *phonograph records* provided for the course should be used. When the group is ready, the Leader will begin playing the appropriate record and the group will repeat right after the Hindu-

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stani speaker during the silences on the record. The phonograph records can be used with profit even in cases where a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing Hindustani; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Hindustani pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or only with the phonograph records, you must repeat each Hindustani word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Keep constantly in mind the meaning of the Hindustani you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the Hindustani, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

In the first five units, do not attempt under any circumstances to pronounce the Hindustani before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening*.

If you are working with a Guide who does not understand English, ask the Leader of your group to demonstrate for you and the Guide what hand signals are to be used to let the Guide know when you want him to read more slowly or to repeat. They are as follows:

1. Index finger raised: BEGIN
2. Hand raised, palm toward the Guide: STOP
3. Palm down, hand moved slowly in semi-circle: SLOWER
4. Beckoning with index finger: REPEAT
5. Hand held palm up and moved quickly up and down: LOUDER

Remember that each phrase you say has a real meaning in Hindustani and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the Hindustani being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Leader of your group is ready to play the first phonograph record.

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To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 4. Make sure that everyone understands it.

Now go through the list a second time, much as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the fifty-minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 5.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like Hindustani.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in Hindustani. YOU SHOULD LEARN THESE BY HEART.

Greetings and General Phrases

NOTE: Words enclosed in brackets [ ] are not expressed in the Hindustani. Words enclosed in parentheses ( ) help to explain the meaning of the Hindustani but are not necessary in English. Words enclosed in single quotation marks ' ' are literal or word-for-word equivalents.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Record 1A, beginning.	
Hello! *also* Good-bye!	*salaam.*
How do you do?	*aadaab arz.*
Goodbye!	*xudaa haafiz,*
Thank you!	*šukriiaa.*
or:	*meherbaanii,*
Excuse me!	*maaf kiijiiee.*

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It doesn't matter.	*kuch baat nahīī,*
Sir!	*janaab.*
How are you?	*aap kaisee hāī.*[1]
I'm very well, thank you (*man speaking*).	*meherbaanii, māī bahot acchaa hūū.*
Did you understand?	*aap samjhee?*
Yes.	*jii hāā.*
I understand.	*māī samajhtaa hūū.*
No.	*jii nahīī.*
I don't understand.	*māī nahīī samajhtaa.*
what	*kiaa.*
do you say	*kahᵉtee hāī,*
What did you say?	*kiaa kahᵉtee hāī,*
Please say it again!	*phir booliiee.*
Please speak very slowly.	*dhiiree dhiiree booliiee.*
the station	*isтeešan,*
where is	*kahāā hai.*
Where is the station?	*isтeešan kahāā hai.*
the hotel	*hooтal.*
Where is the hotel?	*hooтal kahāā hai.*
the toilet	*paaxaanaa,*
Where is the toilet?	*paaxaanaa kahāā hai.*
It's there.	*uahāā hai.*
Where is the restaurant?	*khaanee-kii dukaan, kahāā hai.*
It's here.	*iahāā hai.*
Please show [me] the hotel.	*hooтal dikhaaiiee.*

[1] The record has "*?*" by mistake. See under 2, on page 5.

Directions

To the right	*dahᵉnii taraf.*
To the left	*baaīī taraf,*
Straight ahead	*siidhee,*
Please go left.	*baaīī taraf jaaiiee.*

After you have gone through the *Useful Words and Phrases* once, read the following:

2. Comment on the Aids to Listening

The best way to learn any language is to listen to a native speaker of it, and then copy exactly what he says. That is why we ask you to listen carefully to your Guide (or the speaker on the records) and imitate him as exactly as you can. It would be ideal if you could remember everything he says simply by listening and repeating. However, most of us need to have something on paper to remind us of what we have heard. This is what the *Aids to Listening* are meant for. They are simply an attempt to put down systematically on paper the sounds that you hear on the records or that your

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Guide will probably say. (Later on you may learn to read regular Hindustani writing; do not be concerned about it now.) Remember, however, that they are only *aids* to listening. The listening itself is still the most important thing; the printed material is just a reminder.

Later on we will discuss at great length the particular sounds for which each letter stands. A wavy line (~) over a letter stands for a sound spoken through the nose. Periods, commas, and question marks are not put in at random. You will soon find out that they show three types of the inflection of the Guide's voice as you hear it on the record or as you are likely to hear it from any speaker.

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time, take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best as you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Hindustani. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Hindustani?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION B—USEFUL WORDS AND PHRASES (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a country in which the people speak Hindustani. These are being given to you as a "language first aid." LEARN THEM BY HEART.

In working with this material, follow the same pro-

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cedure that you used with the *Useful Words and Phrases* in Section A. After you have gone through the list once, repeating in unison, read the following *Hints on Pronunciation*. Then go through the list a second and a third time, as in Section A.

Record 1B, beginning.

1. Useful Words and Phrases (*Cont.*)

What is "thank you" in Hindustani?	*hindustaanii-mēē*, thank you *-koo, kiaa kahᵉtee hāī.*
What's that?	*uoo, kiaa hai.*
What's this?	*iee, kiaa hai.*
This is the restaurant	*iee, khaanee-kii dukaan hai.*
[you] want	*čaahᵉtee hāī,*
What do you want?	*aap, kiaa čaahᵉtee hāī.*
to drink	*piinaa.*
cigarettes	*sigreT.*
bread	*rooTii.*
meat	*goošt.*
rice	*čaaual.*
milk	*duudh.*
eggs	*anDee.*
water	*paanii,*
drinking water	*piinee-kaa paanii.*
to wash	*dhoonaa,*
I want	*māī čaahᵉtaa hūū,*
I want to wash	*māī dhoonaa čaahᵉtaa hūū.*
I want food	*māī khaanaa čaahᵉtāā hūū.*

Price

its price[1]	*us-kaa daam,*
How much is it? ('What is its price?')	*us-kaa daam, kiaa hai.*
rupee	*rupiaa.*[2]
It's one rupee	*us-kaa daam, eek rupiaa hai.*
Two annas	*doo aanee.*
Three pice	*tiin paisee.*
Money	*paisaa,*

Time[1]

time	*uaḳt,*
What time is it?	*kiaa uaḳt hai.*
It's eleven o'clock	*giaaraa bajee hāī.*
At four o'clock	*čaar bajee,*
when goes	*kab jaatii hai.*
When does the train leave?	*gaaRii, kab jaatii hai.*
right away	*fauran.*
It leaves right away	*fauran jaatii hai.*

[1] Not on record.

[2] One rupee is worth about 30 cents. One rupee has 16 annas, one anna has 4 pice.

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today	*aaj.*
tomorrow	*kal.*

Record 2A, beginning.

what date	*kaun taariix,*
What's the date today?	*aaj kaun taariix hai,*
eight	*aaTh.*
Today's the eighth	*aaj, aaTh taariix hai.*

Numbers

One	*eek,*
Two	*doo,*
Three	*tiin,*
Four	*čaar,*
Five	*pāāč,*
Six	*čhai,*
Seven	*saat,*
Eight	*aaTh,*
Nine	*nau,*
Ten	*das,*
Eleven	*giaaraa,*
Twelve	*baaraa,*
One hundred	*sau.*

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Hints on Pronunciation

To the Group Leader: First, read through with the group the introductory material and the explanations given in the first part. Then have the Guide read the examples with the group repeating after him. Don't go on to the next part until everyone has a reasonable control over the items of pronunciation that are being taught.

As you have already noticed, Hindustani has a lot of sounds that are just like the ones we use in English; you won't have to learn these, because you already know them. There are also a number of sounds that are almost like our English ones, but still not quite the same. Finally, there are a few sounds that are totally different from anything we have in English.

If you want to speak understandable Hindustani, you will of course have to learn to say these last two kinds of sounds. The only way to learn them is to listen to the way your Guide (or the speaker on the records) says them, and to imitate him as well as you can. To help you imitate him we shall give you a few *Hints on Pronunciation*. These will cover, in small doses, the sounds that differ completely from those we use in English, as well as the ones that differ only a little.

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Before we do that, you will want to have some kind of a general survey of all the sounds which you have met so far. This is what the *Hints on Pronunciation* in this first unit will consist of.

One thing that makes Hindustani sound very different from English is the matter of STRESS, or loudness. In English we usually stress the accented syllable of a word very heavily; that is, we force out the breath from our lungs with much more strength. In Hindustani, stress is not very important, and no syllable receives as much emphasis as in English. What is even more important, no syllable of a Hindustani word is ever slurred, as are the unaccented syllables in English. Later on you will find out which syllables do have a slightly (but only very slightly) heavier stress. The important thing right now is to make the air come out in an even flow of breath. PRONOUNCE ALL SYLLABLES CLEARLY!

While you must thus forget the English speech habit of distinguishing strong from weak stress, you will have to learn how to make another distinction which is more important in Hindustani than in English, namely, LENGTH. Hindustani has two sets of five vowels each, one extremely short, the other rather long. The long ones will be spelled with double characters (*aa*, *ee*, *ii*, *oo*, *uu*.) The short ones will be spelled with simple characters (*a*, *e*, *i*, *o*, *u*.) Make an effort to pronounce them VERY, very short.

Let us now start on our survey of sounds. Those sounds which need more explanation will be taken up in the later *Hints on Pronunciation*.

In the *Aids to Listening*, letters are used as follows:

AIDS	NEAREST ENGLISH SOUND	EXAMPLES
a	a very short sound, close to that of *u* in "but". Before h^e: a sound close to that of *a* in "apt"	*das* 'ten' *dah^{e}nii taraf* 'to the left'
e	a very short sound, close to that of *e* in "net".	*meherbaanii* 'thank you'
i	a very short sound, close to that of *i* in "lip". Before another vowel this sounds almost like *y* in "yard".	*sigreT* 'cigarettes' *kiaa* 'what'
o	a sound close to that of *au* in "caught", but much shorter	*bahot* 'much, very'
u	a very short sound close to *u* in "push". Before another vowel this sounds almost like *w* in "wash."	*us-kaa* 'its' *uahāā* 'there'

The long vowels we spell:

aa	a sound close to that of *a* in "calm"	*čaar* 'four'
ee	a sound close to a very long *e* as in "red" or to *ay* in "day" (but without the *y*-glide we usually add in pronouncing that *ay*)	*eek* 'one'

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ii	a sound close to *ee* in "freeze"	*tiin*	'three'
oo	a sound close to *o* in "phone" (but without the *w*-glide at the end)	*rooTii*	'bread'
uu	a sound close to *oo* in "boom"	*duudh*	'milk'

Long vowels may take twice as much time to pronounce as do short ones, except when they come at the end of words of more than one syllable. In that particular case, they are not very long in duration, but otherwise sound quite like the ones written *aa*, *ee*, *ii*, *oo*, *uu* in the preceding list. Examples are: *aa* in *dhoonaa* 'to wash', *ee* in *anDee* 'eggs,' *ii* in *rooTii* 'bread.'

There are two vowel combinations, spelled:

ai	starts with something like *a* in "apt" and blends into *e* as in "end". (Sometimes it sounds just like a rather long *a* as in "sad")	*paisaa*	'money'
au	starts in with something like *u* in "but" and blends into something like a broad pronunciation of *aw* as in "sawed". (Sometimes the whole sound is almost like a broad pronunciation of *aw* in "sawed")	*fauran*	'right away'

All these vowels and vowel combinations may also be pronounced through the nose. In this case we write a wavy line (˜) over the vowel letter or letters. Examples are: *pāāč* 'five', *nahīī* 'not', *māī čaahᵉtaa hūū* 'I want.'

The consonant sounds spelled *b*, *f*, *j*, *m*, *n*, *z* in the *Aids to Listening* are just like the English sounds commonly spelled with those same letters. *g* as in *goošt* 'meat' is always like the 'hard' *g* as in *get* (not like in *gentle*); *s* as in *saat* "seven" is always like the *s* in "lease" (not like in "ease" or "sugar" or "confusion".)

Also note that we spell:

š	for the sound of *sh* in "shoe"	*šukriiaa*	'thank you'

The other consonant sounds of Hindustani are less like English sounds. THEY WILL BE DISCUSSED IN DETAIL LATER. Here is a survey chart:

č	a sound close to *tch* in "patches", with the tip of tongue lowered, and without any breath following it.	*čaar*	'four'
d	a *d* pronounced with the tip of the tongue pressed forward against the teeth.	*das*	'ten'
D	a sound close to the English *d*, pronounced with the tip of the tongue bent back to the roof of the mouth.	*anDee*	'eggs'

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h	always a strong breathing. Be sure to pronounce *čh*, *dh* etc. as *č*+*h*, *d*+*h*, etc.	*iahāā* 'here' *čhai* 'six' *dhoonaa* 'to wash'
h^{e}	an *h* with a whispered *e*. An *a* preceding *h*^{e} sounds about like the English *a* in "apt".	*dah*^{e}*nii taraf* 'to the right'
j	a sound close to *j* in "jail", but with the tip of the tongue lowered.	*janaab* 'sir'
k	a sound close to that of *k* in "striking" without any breath following it.	*kal* 'tomorrow'
ḳ	a *k* made very far back in the throat, with no breath following. (If your Guide uses an ordinary *k* here as many speakers do, follow him, paying no attention to the dot.)	*uaḳt* 'time'
l	a 'clear' *l*, such as many people pronounce in "million", as against the 'thick' *l* in 'milk'.	*kal* 'tomorrow'
p	a sound close to that of *p* in "upper", without any breath following.	*paanii* 'water'
r	is a trill like the one the telephone operator uses in saying 'th-r-ree' or that children sometimes use to imitate the sound of a motor.	*rupiaa* 'rupee'
R	a very short tap of the tongue toward the roof of the mouth back at the point where the *D* and *T* are made. It resembles the sound some people make for *tt* in "butter".	*gaaRii* 'train'
t	a *t* without any breath following, made with the tip of the tongue pressed forward against the teeth.	*tiin* 'three'
T	a *t*-sound without any breath following, made with the tip of the tongue bent back towards the roof of the mouth.	*rooTii* 'bread'
x	a sound made very far back in the throat, a little like the noise some people make when clearing their throats.	*xudaa haafiz* 'good-bye'

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel

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sounds and about stress in *Hints on Pronunciation?*

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Hindustani?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION C—REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked *Individual Study* may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the Hindustani aloud. Keep your voice down if you are working with the rest of the group. Follow your Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression.

2. Review of Useful Words and Phrases

To the Group Leader: Read again for your information the numbered suggestions just preceding *Useful Words and Phrases* on page 3. Your Guide has been directed in his manual to pay particular attention to the correct pronunciation of the sounds. He may ask members of the group to repeat words or phrases a good many times in an effort to get a pronunciation that is more nearly correct. See that they listen closely, that they repeat promptly and loud enough so that everyone can hear them, and that they imitate the Guide to the last detail.

Go through the *Useful Words and Phrases* in Sections A and B twice. The first time have the members of the group repeat individually after the Guide with books open. The second time, have them close their books. The Guide will give each Hindustani expression twice as before. Let the students take turns giving the English equivalent the first time they hear the Guide speak the Hindustani and repeating the Hindustani as usual the second time. This will help them to check on the meaning of all Hindustani expressions in *Useful Words and Phrases.*

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Go back to the *Useful Words and Phrases* in Sections A and B. The first time you go through the list, take turns repeating the Hindustani after the Guide. Keep your book open, and get all the help you can from the *Aids to Listening*. Pay particular attention to what you have learned about the pronunciation of the vowels. Make every effort to satisfy your Guide with your pronunciation.

The second time you go through the list, check up on the meaning of the Hindustani. Keep your books closed and take turns giving the English equivalent the first time you hear the Hindustani expression and repeating the Hindustani as usual the second time. If you have any trouble with the English, you should find time for more individual study of the *Useful Words and Phrases*, covering the English and checking up on the meaning when you read the Hindustani aloud.

SECTION D—LISTENING IN

1. Listening In

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken Hindustani which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary to help clear up the meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, behind the window at the station, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversation and repeat after him. If you have no Guide, you should use the phonograph records, repeating the Hindustani immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said. Ask someone in the group to give you the English equivalent of any expression you do not understand. A large number of the words and expressions you have had in *Useful Words and Phrases* occur in the following conversations.

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Record 2A, after 1st spiral.

1. Asking for information

Jim: *salaam.*

Das: *aadaab arz janaab.*

Jim: *isтeešan, kahāā hai.*

Das: *baaīī taraf.*

Jim: *maaf kiijiiee.*
māī nahīī samajhtaa.
phir booliiee.

Das: *baaīī taraf jaaiiee.*
aap samjhee?

Jim: *jii hāā.*
māī samajhtaa hūū.
šukriiaa.

Das: *kučh baat nahīī,*
salaam janaab.

Jim: *xudaa haafiz.*

Record 2A, after 2nd spiral.

2. In the station

Jim[1]: *maaf kiijiiee janaab.*
kiaa uaķt hai.

Das: *giaaraa bajee hāī.*

Jim: *gaaяii, kab jaatii hai.*

[1] Not on record.

Das: *čaar bajee.*

Jim: *kiaa kahᵉtee hāī.*
māī nahīī samajhtaa.
dhiiree dhiiree booliiee janaab;

Das: *čaar bajee. aap samjhee?*
eek, doo, tiin, čaar bajee.

Jim: *jii hāā.*
meherbaanii.
hooтal kahāā hai janaab.

Record 2B, beginning.

Das: *phir booliiee.*

Jim: *hooтal dikhaaiiee.*

Das: *uahą̃ā hai.*

Jim: *hooтal kahāā hai.*

Das: *dahᵉnii taraf.*

Jim: *šukriiaa janaab.*

Record 2B, after 1st spiral.

3. At the hotel

Jim: *iee kiaa hai.*

Das: *iee khaanee-kii dukaan hai janaab,*
aap kiaa čaahᵉtee hāī.

Jim: *māī khaanaa čaahᵉtaa hūū.*

Das: *aap kiaa khaanaa čaahᵉtee hāī.*

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Jim: *rooTii, anDee, duudh.*
uskaa daam kiaa hai.
Das: *uskaa daam eek rupiaa hai.*
Jim: *māī dhoonaa čaahᵉtaa hūū.*
paaxaanaa kahāā hai.
Das: *iahāā hai janaab,*
siidhee,
Jim: *meherbaanii,*

Record 2B, after 2nd spiral.

4. Meeting a friend

Jim: *aadaab arz janaab.*
aap kaisee hāī.
Das: *meherbaanii, māī bahot ačchaa hūū.*
aap kiaa čaahᵉtee hāī.
Jim: *kiaa kahᵉtee hāī.*
phir booliiee janaab,
Das: *aap kiaa čaahᵉtee hāī.*
aap samjhee?
Jim: *jii nahīī janaab;*
māī nahīī samajhtaa.
dhiiree dhiiree booliiee.
Das: *kuč baat nahīī,*
xudaa haafiz janaab,
Jim: *xudaa haafiz.*

2. Check Yourself

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases*.

Go through the conversations once more following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Hindustani.

Finally go through the conversations again but this time take turns. The Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

SECTION E—CONVERSATION

1. Covering the Hindustani (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the Hindustani. Read the English silently and test yourself to see if you can speak the Hindustani for each word and phrase. Check the expressions you are uncertain about and after you have gone

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through the whole list, uncover the Hindustani and review them. Go through the list once more and continue for at least three times or until you can give the Hindustani readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak out the Hindustani quickly. Speak the Hindustani aloud and try to imitate your Guide's pronunciation as well as you can remember it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words amd Phrases* in Sections A and B. Read to the group the English equivalent of the Hindustani expressions. Call on different students not in any fixed order, asking for the correct Hindustani for the English. For instance, say to A, "*hindustaanii-mēē* Where-is-the-hotel?-*koo kiaa kahʿtee hāī*." The students are to respond with their books closed. The Guide will indicate by a negative sign whenever he hears a Hindustani expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Hindustani should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of the Hindustani; stick to the *how*.

There are two precautions which the Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Hindustani expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's Hindustani, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In this section you are going to have your first chance to engage in conversation in Hindustani. This, of course, is the most useful part of the entire unit, and the part you should do with the greatest amount of pep and realism. Do it half-heartedly and you lose most of the value of the unit. Do it earnestly and enthusiastically and you will find that you can readily say a great number of things in Hindustani, fluently and correctly. Read the instructions carefully, get everything you are to do straight in your mind, and then plunge in.

In order to fix in your mind the expressions you will need in the conversation, check yourself on your ability to speak the Hindustani you have learned. By now you should not have to grope for it. The Leader of the group

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will ask you to supply in turn the Hindustani expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the Hindustani when you are looking only at the English equivalents, as suggested in Section E, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Hindustani expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Conversation

To the Group Leader: Read the following directions with the class. Encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers*.

The Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Hindustani is wrong or if your pronunciation is bad. The Leader will prompt you if you are not sure what comes next in your part.

1. Getting Directions

A approaches a stranger, B, and asks him for information.

1. A apologizes for speaking to B and asks him where there is (a) a restaurant (b) a station or (c) a hotel.
2. B gives A directions (a) to the right (b) to the left or (c) straight ahead.
3. A apologizes again, explains that he does not understand, and asks B if he will please speak slowly.
4. B repeats slowly and clearly and asks A if he understands.
5. A says that he does understand and thanks B.
6. B says that it doesn't matter.
7. A again thanks B and says goodbye.
8. B says goodbye.

2. At a Restaurant

C sits down at a table in a restaurant and is waited on by D.

1. D says good morning to C and asks how C is.
2. C says he is well, thanks, and asks after D's health.

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3. D is also well and asks what C wants.
4. C orders a meal—meat, eggs, rice, bread, water, milk—whatever he would like.
5. After eating, C asks how much it is.
6. D tells C that it is one rupee.
7. C pays, saying here it is.
8. D thanks C.
9. C says goodbye to D.
10. D says goodbye to C.

If it is so desired, particularly when the group is too large to give everybody a chance to participitate in the conversation, the exercise may be continued for longer than the time indicated above. It is also good practice to give people who are having difficulties a second trial.

SECTION F—CONVERSATION (*Cont.*)

To the Group Leader: You can tell from the work that you did on conversation in Section E, whether or not the group needs to spend more time in preparing for successful conversation. If necessary, spend the first part of this section in individual study, having members of the group say the Hindustani of the *Useful Words and Phrases* when they have the English expression covered. Check up on their vocabulary as in Section E. Then continue the work with conversation which you started in Section E.

In this section you are to continue taking part in conversation. If the work didn't go well in Section E, take time to go through the *Useful Words and Phrases* again with the English covered and to give the Hindustani of the English expressions as your Leader asks for it.

Put everything you can into the conversations. Act your part; don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. You can't correct an error until you have made it.

Try out your Hindustani whenever you get a chance. Don't wait for meetings of the group to practice what you have learned. Pair off between meetings and see what you can do with Hindustani greetings and conversation. When you are alone, run over the list of Hindustani expressions you know. Review them in your mind. Try saying them. See how much you can improve your pronunciation and control of the language in whatever time you can find between meetings of the group. Make this a regular practice throughout the course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit. This list is for reference only, but you should know all of these before going on to the next unit.

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ɒ is alphabetized after *d*, *ḳ* after *k*, ʀ after *r*, *š* after *s*, and ᴛ after *t*.

The "(*-ii*)" after certain Hindustani words will be explained in a later unit.

a

aadaab arz — how do you do
aaj — today
aanee — annas
aaṗ — you
aaTh — eight
aччhaa — good, well
anDee — eggs

b

baaīī taraf — to the left
baaraa — twelve
baat (*-ii*) — matter
bahot — very
bajee — . . . o'clock
booliiee — please speak

č

čaahᵉtaa hūũ — [I] want
čaahᵉtee hāī — [you] want
čaar — four
čaaual — rice
čhai — six

d

daam — price
dahᵉnii taraf — to the right
das — ten
dhiiree dhiiree — very slowly
dhoonaa — to wash
dikhaaiiee — please show
doo — two
duudh — milk

e

eeḳ — one

f

fauran — right away

g

gaaʀii (*-ii*) — train
giaaraa — eleven
goošt — meat

h

hãã — yes
hai — is, there is
hãī — are, there are
hindustaanii — Hindustani
hooTal — hotel
hũẽ — am

i

iahãã — here
iee — this
isTeešan — station

j

jaaiiee — please go
jaatii hai — [it] goes
janaab — Sir

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jii hāā yes
jii nahīī no

k

kaa of
kab when
kahāā where
kah^{e}tee hāī [you] say
kaisee how
kal tomorrow
kaun which
khaanaa food
khaanee-kii dukaan (*-ii*) restaurant
kiaa what
koo to
kuch any
kuch baat nahīī it doesn't matter

m

maaf kiijiiee excuse me
māī I
mēē in
meherbaanii thank you

n

nahīī not, is not, am not, are not
nau nine

p

pāāč five
paanii water
paaxaanaa toilet
paisaa money
paisee pice (coins)
phir again
piinaa to drink
piinee-kaa paanii drinking water

r

rooтii (*-ii*) bread
rupiaa rupee (monetary unit)

s

saat seven
salaam good morning, good evening, hello, goodbye
samajhtaa hūū I understand
nahīī samajhtaa [I] don't understand
samjhee [you] understood
sau one hundred
sigreт cigarettes
siidhee straight ahead

š

šukriiaa thank you

t

taariix (*-ii*) date
taraf direction
tiin three

u

uahāā there
uakt time
uoo that
us-kaa its

x

xudaa haafiz goodbye

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UNIT 2

MEETING PEOPLE

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as a standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *Guide's Manual* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with solo repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Hindustani.

Make everyone speak loudly and clearly. Keep the work moving. Don't let it drag.

Begin this section by listening, in the manner already outlined in Section A of the preceding unit, to the *Basic Sentences* which follow. Be sure to keep in mind the meaning of the Hindustani by reading silently the English equivalent. As you listen to the Hindustani, keep your eye on the *Aids to Listening*. This will help you imitate accurately the pronunciation you are hearing. Repeat each word and phrase loudly and clearly right after you hear it. As you pronounce the Hindustani, do so as though you really meant what you are saying. Do not forget that these words and phrases convey a real

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meaning and it is up to you to say them as though you were actually using them. Go through the sentences in unison and with your book open.

The *Basic Sentences* are set up as conversations so that you may hear and speak the Hindustani as you would hear and speak it if you were talking with Indians.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with WHAT they say and HOW they say it.

1. Basic Sentences

Mr. Das and Mr. Potter meet Mr. Das's friend, Mr. Ram Lal.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Record 3A, beginning.	
Mr. Ram Lal:	
How do you do, sir?	*aadaab arz janaab.*
the gentleman	*saaheb,*
who	*kaun,*
Who is this gentleman?	*iee saaheb kaun hāī.*
Mr. Das:	
with him	*in-see,*
please meet	*miliiee,*
I'd like you to meet him.	*in-see miliiee.*
his	*in-kaa,*
the name	*naam,*
His name is Mr. Potter.	*in-kaa naam* Mr. Potter *hai.*
Mr. Ram Lal:	
the friend	*doost,*
Does your friend speak Hindustani?	*kiaa aap-kee doost, hindustaanii booltee hāī?*
Mr. Das:	
but	*leekin,*
He understands it, but please speak [very] slowly.	*samajhtee hāī. leekin dhiiree booliiee.*
Mr. Ram Lal:	
Where are you from?	*aap kahāā-see hāī?*
Mr. Potter:	
I'm from America.	*māī amriikaa-see hūū.*
Mr. Ram Lal:	
India	*hindustaan,*
you like	*aap pasand kartee hāī,*
Do you like India?	*kiaa aap, hindustaan, pasand kartee hāī?*
Mr. Potter:	
Yes, I like it a lot.	*jii hāā. māī bahot pasand kartaa hūū.*
Mr. Ram Lal:	
for a meal	*khaanee-kee liiee,*

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you can come — *aap aa saktee hãĩ,*
Can you come for dinner? — *kiaa aap, khaanee kee liiee, aa saktee hãĩ?*

Mr. Potter:
[Yes,] thank you [very much] — *meherbaanii,*
When should I come? — *mãĩ kab aaũũ.*

Mr. Ram Lal:
by all means — *zaruur.*
Today, by all means. — *aaj zaruur aaiiee.*

early — *jaldii,*
Please be sure to come early. — *jaldii zaruur aaiiee.*

all right — *Thiik,*
Is seven o'clock all right? — *kiaa saat bajee Thiik hai?*

Mr. Potter:
That's fine. — *aччhaa.*

Record 3B, beginning.

[At Mr. Ram Lal's House:][1]

Mr. Potter:
Hello. — *salaam.*

Servant:
Good evening, sir. — *salaam saaheb.*

Mr. Potter:
Is Mr. Ram Lal in? — *kiaa raam laal hãĩ?*

[1] Not recorded.

Servant:
inside — *andar,*
I'll see. (lit. I look inside) — *mãĩ andar deekhtaa hũũ.*

the little while — *thooRii deer,*
please wait — *Thairiiee.*
Please wait just a moment. — *thooRii deer Thairiiee.*[1]

to Ram Lal — *raam laal-koo,*
a little — *thooRaa,*
the work — *kaam,*
Mr. Ram Lal's busy for a minute. — *raam laal-koo, thooRaa kaam hai.*

[then — *too*][2]
O.K. I'll wait, (then). — *Thiik. too Thairũũ-gaa.*

anything *or* something — *kučh*
Is there anything I can do for you? — *kiaa, aap-kee liiee, kučh kar saktaa hũũ?*

Mr. Potter:
the trouble — *takliif.*
don't do — *mat-karoo,*
(No,) don't bother. — *takliif mat-karoo.*

Mr. Ram Lal comes in.

Mr. Ram Lal:
happy — *xuš,*
How do you do, sir. I'm very delighted. — *aadaab arz janaab. mãĩ bahot xuš hũũ.*

[1] The record has: *ThooRii deer, Thairiiee.*
[2] Not on record.

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my wife	*meerii biiuii,*
my boys	*meeree laṛkee,*
This is my wife, these are my boys.	*iee meerii biiuii hai, iee meeree laṛkee hāī.*

Mr. Potter:

with you	*aap-see,*
having met	*mil-kar,*
Pleased to meet you.	*māī aap-see mil-kar, bahot xuš hūū.*

Record 4A, beginning.

Mr. Ram Lal:

the members of the family	*baal-bačče.*
in America	*amriikaa-mēē,*
Is your family in America?	*kiaa aap-kee baal-bačče, amriikaa-mēē hāī?*

Mr. Potter:

the son	*beeṭaa.*
the college	*kaalij.*
he studies	*paṛhtaa hai.*
Yes, one of my sons studies in college there.	*jii hāā. eek meeraa beeṭaa, kaalij-mēē, paṛhtaa hai.*

[They have dinner and talk for some time afterwards.[1]]

a period of time	*deer.*
is getting to be	*hootii hai.*
It's getting late.	*deer hootii hai.*
I really must go.	*māī jaanaa čaah^{e}taa hūū.*

Mr. Potter and Mr. Ram Lal:

Good-bye.	*xudaa haafiz,*

Mr. Ram Lal:

the house	*ghar,*
This house is yours. Please come again.	*iee aap-kaa ghar hai, phir aaiiee.*

[1] Not recorded.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

To the Group Leader: The explanations preceding each *Practice* should be read by the group and discussed before the Practice is attempted. The practice for *Hints on Pronunciation* is in the Guide's Manual and on the phonograph records. Follow the same procedure in working with the practice material that you have followed with the *Basic Sentences*. Go through as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. Have the group repeat after the Guide, first in unison, then individually.

1. *ᴅ, ᴛ, d, t.* Compare the sounds we spell *ᴅ* and *ᴛ* with the ones spelled *d* and *t*. Both are similar to English "d"s and "t"s; in fact, ordinary English "d"s and "t"s are made at a point in the mouth which is

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between the places where Hindustani speakers make their *d*, *t* and their *D*, *T*. For *d* and *t* put the tip of your tongue against or even slightly between your TEETH; for *D*, *T* curl the tip of the tongue slightly upward so that it presses firmly against the roof of the mouth behind the teeth. This distinction is as important in Hindustani as is the distinction between any two consonants sounds, as between "t" and "p" in English.

If you observe your own English "d"s and "t"s and compare them with the preceding description, you will agree that the English sounds are more like *D*, *T* (back) than like *d*, *t* (teeth). That is why English words such as 'station', 'hotel', when used by Hindustani speakers, are pronounced as *isTeešan*, *hooTal*. Listen, however to the slight difference, and pronounce the Hindustani version of these English words just as the Guide or the speaker on the record says them.

Some persons, by the way, do occasionally pronounce something like Hindustani 'teeth' *d*'s and *t*'s, namely, before *th* in 'width', 'at that'.

Listen to the different sound in *baat* 'matter' and *aaTh* 'eight' (disregarding for the moment the final *h*). Not only is the *t* different from the *T*, but the *aa*-vowels preceding them have a different quality. The *aa* in *aaTh* sounds almost like the English "ar" in 'art', as some people pronounce it. If the *T* is pronounced correctly, the *aa*-sound will automatically sound right, too.

Record 4A, after 1st spiral.

Practice 1

baat	'the matter'
aaTh	'eight'
jaatii hai	'it goes'
hooTal	'the hotel'
andar	'inside'
anDee	'eggs'

2. The *R*-sound. The sound of *R* is something like an extremely short *D*. It is not difficult to make if you practise the following: first, the tongue is bent back; then it is rapidly flapped forward, touching for a brief moment the roof of the mouth, and ending up flat at the bottom of the mouth. It is important that the contact between tongue and roof of the mouth should be a mere tap, without stopping the movement of the tongue. The resulting sound is completely different from the American English "r". Now listen to the way your Guide says *R* in the following examples, and repeat after him.

Record 4A, after 2nd spiral.

Practice 2

gaaRii	'the train'
laRkii	'the girl'
laRkee	'the boys'
paRhtaa hai	'he studies'

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3. The *x*-sound. This sound is almost exactly like the noise some people make when they clear their throats of phlegm before they are going to spit. Listen to the way your Guide says the sound in the following examples, and repeat right after him:

Record 4A, after 3rd spiral.

Practice 3

xudaa haafiz	'Good-bye'
**meeraa xiaal hai*	'I think'
**xuubsuurat*	'beautiful'

4. The *r*-sound. Neither the Hindustani ʀ (which is really closer to a *d*-sound), nor the *r* are anything like the American English "r". You must train yourselves never to use an American *r* while speaking Hindustani. The Hindustani sound here spelled *r* is trilled, like the "rrr" that children say in imitating the sound of a motor or telephone bell. Do not confuse ʀ and *r*. Listen to your Guide when he says the following examples, and repeat right after him:

Record 4A, after 4th spiral.

Practice 4

dhiiree	'slowly'
andar	'inside'
kartii hai	'she does'

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce fairly well all the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to Listening*, and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfied him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Hindustani?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

*These words are introduced at this point for pronunciation practice only.

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SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the Hindustani. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

A. THE WORDS FOR "AM", "IS", AND "ARE"

Words like "be", "go", "do", "learn" are called VERBS in English. We shall use the same term for their Hindustani equivalents.

māī amriikaa-see hũũ 'I AM from America'
māī xuš hũũ 'I AM happy'
iee khaanee-kii dukaan hai 'this IS a restaurant'
uoo kiaa hai 'what IS that?'
iee meeree laRkee hāī 'these ARE my boys'
kiaa aap-kee baal-bačče amriikaa mẽẽ hāī? 'ARE the members of your family in America?'
aap kahāā-see hāī 'where ARE you from?'

The words at the end of the above sentences are the most common verb forms in Hindustani, namely the words for "am": *hũũ*;
"is": *hai*;
"are": *hāī*.

Note that these words, like most other Hindustani verb forms come at the end of the sentence, no matter if you make a statement or ask a question.

The expressions with *hāī* will be called PLURAL; those with *hũũ* and *hai*, SINGULAR.

B. PERSONAL PRONOUNS

Now let us go back to the examples under A. Such words as: *māī* 'I'
iee 'this, these'
uoo 'that, those',

will be called PRONOUNS. In conversation you will find that these particular pronouns are often omitted. In other words, you will come across sentences like *xuš hũũ* 'I am glad,' *kahāā-see hāī* 'where are you from?'

iee 'this, these' and *uoo* 'that, those' often correspond to a mere 'he, she, it, they' in English. *iee*, however,

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will refer to things or persons immediately present, or about to be mentioned in the same sentence, while *uoo* is used in all other cases.

aap 'you' is similar to a pronoun in many ways. It is a polite expression; later on you will hear other forms, which are used in less formal speech. It is safe to use *aap* with most strangers. Notice that *aap* is always used with the plural *hāī*, no matter whether one or several persons are addressed (just like the English "you" is used with "are").

C. HOW TO ADDRESS A PERSON

aadaab arz janaab 'How do you do, sir?'

In greeting each other, Indians use one of several conventional phrases. Some of these are very common. You may hear many others, sometimes very elaborate ones. Some of them are used by Hindus only, others by Moslems only, others only by certain Hindu castes, etc. The material given here, however, is in common use everywhere.

The most general greeting is *salaam*, used also when parting. *aadaab arz* is more formal and slightly Moslem; it is used only when you meet a person. For saying good-by, the more formal expression is *xudaa haafiz*. *janaab* can be used after these greetings, roughly equivalent to our 'sir.' *janaab* (or *janaab-janaab*) can also be used by itself as a greeting meaning 'How do you do, sir?'

salaam saaheb 'Good morning (good afternoon, etc.), sir.'

iee saaheb kaun hāī 'Who is this gentleman?'

saaheb means "Sir!", but also "gentleman": *uoo saaheb* 'that gentleman.'

kiaa raam laal hāī 'Is Mr. Ram Lal in?'

"Mr." before names does not have to have a Hindustani equivalent. It is all right, though, to use *saaheb* after the name: *iee* Potter *saaheb hāī* 'this is Mr. Potter.'

You have noticed that with all these expressions you find the plural, *hāī*, rather than the singular, *hai*. This, too, marks more elaborate courtesy.

The question *aap kaisee hāī* is actually an inquiry after the other fellow's health, and not just a casual greeting, as the English "How are you?" Thus, it is used much less in casual conversation.

D. "IS, THERE IS, IS IN"

kiaa raam laal hāī 'Is Mr. Ram Lal in?'

hai, *hāī* are also the regular equivalents of such English expressions as "there is . . . ," "there are . . . ," "is there . . . ," "(he) is in," etc. For example: *paanii hai* 'there is water,' *anDee hāī* 'there are eggs.' The "there" in "there is" is rendered by *uahāā* only when it conveys the definite meaning 'over there, yonder': *paanii uahāā hai* 'the water is over there.'

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E. "THE, A, AN"

There is not much room in Hindustani for the distinction we make between "time," "the time," "a time." All these things are expressed by one word, namely *vaḳt*. One, however, often hears phrases like *eek gaaRii* 'a train' (literally: "one train"); *eek doost* 'a friend'. In other words, there is no such thing as an "article" in Hindustani.

2. Covering English and Hindustani of Word Study

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a final test, cover the Hindustani and see if you can speak out the Hindustani expressions by simply looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the Hindustani individually. Try it with books closed and see how you get along without the help of the *Aids to Listening*. Always keep in mind the meaning of the Hindustani you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions for the review of the first half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

(Individual Study)

Here is your chance to find out just how well you have learned the meaning of the Hindustani expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the Hindustani aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. What Would You Say?

For each of the following situations, two or more Hindustani sentences are given. All the sentences make

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perfectly good sense and are written in correct Hindustani, but only one of them fits the situation. Read all of them out loud and pick out the one that fits the situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen, and you will have a chance to test your answers. Do not write anything down.

1. You are introducing your friend, Mr. Potter, to Mr. Ram Lal and you say:
   a. *in-see miliiee. in-kaa naam Mr. Potter hai.*
   b. *māī aap-see mil-kar bahot xuš hūū.*
2. Mr. Ram Lal asks you whether Mr. Potter speaks Hindustani by saying:
   a. *kiaa aap hindustaan pasand kartee hāī?*
   b. *kiaa aap-kee doost hindustaanii booltee hāī?*
3. You answer that he understands:
   a. *aap samjhee?*
   b. *samajhtee hāī.*
   c. *māī nahīī samajhtaa.*
4. Mr. Ram Lal asks Mr. Potter where he comes from, saying:
   a. *kiaa aap-kee baal-bačče amriikaa-mēē hāī?*
   b. *aap kahāā-see hāī.*
5. Mr. Potter replies:
   a. *māī bahot pasand kartaa hūū.*
   b. *māī kab aaūū.*
   c. *māī amriikaa-see hūū.*
6. Mr. Ram Lal invites Mr. Potter for a meal:
   a. *iee aap-kaa ghar hai.*
   b. *jaldii zaruur aaiiee.*
   c. *aap kab khaanee-kee liiee aa saktee hāī.*
7. The servant tells Mr. Potter to wait:
   a. *thoorii deer Thairiiee.*
   b. *takliif mat-karoo.*
   c. *deer hootii hai.*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the Hindustani which the situation calls for. Encourage the students to give the Hindustani, if they can, without reading it from the simplified spelling in their books. Then ask different members of the group to give the meaning in English of the different Hindustani expressions listed for each situation.

Go back to the last exercise in the preceding section. The Leader will ask different members of the group to speak the Hindustani to be used in each of the situations given. Other members of the group will criticize the

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choices made if they do not agree with them. The Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

2. Word Study Check-Up

To the Group Leader: As a further check on the students' understanding of the *Word Study*, read the English equivalent of the Hindustani expressions given before each comment under *Word Study*. Call on different students, not in any fixed order, to give the correct Hindustani for the English. For instance, say to A: "*hindustaanii-mẽẽ* they (you) are-*koo kiaa kahʻtee hãĩ*" and so on. The Guide will at this point indicate by a negative sign whenever he hears a Hindustani expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Hindustani should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

The Leader will ask different members of the group to give the correct Hindustani for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know by making a negative sign; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct Hindustani, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D1 of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally, assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversations and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Hindustani immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand every-

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thing before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversations. This exercise contains almost all the new words you have learned in this unit.

Listening In

Record 4A, after 5th spiral.

1. Jim and his friend meet Mr. Das in the street:

Das: *iee saaheb kaun hāī.*

Jim: *iee meeree doost hāī.*
in-see miliiee. in-kaa naam Mr. Potter *hai.*

Das: *aadaab-arz janaab. māī aap-see mil-kar, bahot xuš hūū.*

Jim: *meeree doost, hindustaanii, nahīī booltee.*
uoo amriikaa-see hāī.

Das: *kiaa iee hindustaan pasand kartee hāī?*

Jim: *jii hāā. bahot pasand kartee hāī.*

Record 4B, beginning.

Das: *kiaa aap khaanee-kee liiee aa saktee hāī?*

Jim: Mr. Potter-*koo thooʀaa kaam hai.*
leekin māī aaūū-gaa.
aap-kaa ghar kahāā hai.

Das: *uahāā hai.*
baaīī taraf.

Jim: *Thiik.*
māī saat bajee aaūū-gaa.

Record 4B, after 1st spiral.

2. Jim is looking for a restaurant:

Jim: *maaf kiijiiee janaab.*
khaanee-kii dukaan kahāā hai.

Das: *iee khaanee-kii dukaan hai.*
aap-kee liiee, kiaa kar saktaa hūū.

[Jim:][1] *phir booliiee;*
māī nahīī samajhtaa.

Das: *kiaa aap hindustaanii booltee hāī?*

Jim: *jii hāā.*
leekin dhiiree dhiiree booliiee.

Das: *māī aap-kee liiee, kiaa kar saktaa hūū.*

Jim: *māī khaanaa ča*ah*taa hūū.*

Das: *aap kiaa caah*tee hāī.*
kiaa aap anDee pasand kartee hāī?

Jim: *jii hāā.*
māī bahot pasand kartaa hūū.

Das: *thooʀii deer Thairiiee janaab,*
maaf kiijiiee.

Jim: *Thiik.*

Das: *anDee iahāā hāī.*

[1] Not recorded.

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Jim: *šukriiaa. iee aap-kee liiee hai.*
Das: *bahot meherbaanii janaab;*

Record 4B, after 2nd spiral.

3. Jim introduces his son to Das:

Das: *maaf kiijiiee janaab. iee-saaheb kaun hāī.*
Jim: *iee meeraa beeʀaa-hai.*
uoo kaalij-mēē paʀhtaa hai.
Das: *kiaa uoo kaalij pasand kartee hāī?*
Jim: *jii nahīī janaab.*
Das: *phir uoo kiaa pasand kartee hāī.*
Jim: *uoo sigreᴛ piinaa pasand kartaa hai.*
leekin māī sigreᴛ piinaa nahīī pasand kartaa.
Das: *kiaa aap-kii biiuii iahāā hai?*
Jim: *jii nahīī.*
meerii biiuii-koo kuch takliif hai.
uoo ghar-mēē hai.
aap-kii biiuii, kahāā hāī.
Das: *meerii biiuii isʀeešan-mēē hai.*
deer hootii hai.
meerii gaaʀii aaᴛh bajee jaatii hai.
māī jaanaa čaahᵉtaa hūū.
xudaa haafiz,
Jim: *salaam janaab.*

Is there any word or phrase in this conversation that you do not understand now? If there is, be sure to find out its meaning by asking members of your group or looking it up in the *Basic Sentences*.

Go through the conversations again following the same plan as before. Imitate carefully and keep in mind the meaning of everything you are saying in Hindustani.

Finally go through the conversations a third time. Take turns speaking the parts and continue until everybody has had a chance to speak at least one of the parts. Keep this exercise going as long as you have time. Get the most out of this individual performance and when your turn comes, speak clearly and with feeling. The Guide will correct any errors he hears by asking you to repeat. Make every effort to satisfy him with your pronunciation.

SECTION E—CONVERSATION

1. Covering the Hindustani of Basic Sentences

(Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the Hindustani. Read the English silently and test yourself to see how many words and phrases you can say in Hindustani. Check the words you are uncertain about and after you have gone through the whole list, uncover the Hindustani and review them. Go through the list once more and continue for at least three times or

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until you can give the Hindustani readily for all the expressions. This test is hard, but if you succeed in saying the Hindustani for all the sentences by merely looking at the English, you are doing well indeed. To make sure of this, after you are certain you know the material, pick out expressions at random and see if you can still speak the Hindustani quickly. As you practice, you must always speak the Hindustani aloud and try to imitate the pronunciation of your Guide as well as you can recall it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences*. Read to the group the English equivalents of the Hindustani expressions. Call on different students, not in any fixed order, asking for the correct Hindustani for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section E 2 of Unit 1. If you have any question about the proper procedure, review the note *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the Hindustani; stick to the *how*.

In this section you are going to have your second chance to engage in conversation in Hindustani. Remember that this is the most useful part of your study. Therefore, you should make the greatest effort to do this part as well as you possibly can. Get perfectly clear what you are to do and then plunge into it with enthusiasm.

Before you begin the conversation, check yourself on your ability to speak the Hindustani you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1, the Leader of the Group will ask you to supply in turn the Hindustani expressions for the English equivalents which he reads from the *Basic Sentences*. Figure out how to say the Hindustani for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up*. If there is much of the Hindustani which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

3. Conversation

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Hindustani and to understand it when you hear it spoken. Follow the instructions and give all the time you can to free conversation practice. Any members of the group who have special difficulty recalling the Hindustani words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases* and *Basic Sentences*. They need, in particular, more practice in covering the Hindustani and recalling it when they

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read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the Hindustani slightly as they gain confidence in their speaking. Remember to keep the speaking loud enough so that everyone can hear. See that everyone is listening and trying to understand the Hindustani that is being spoken.

The Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your Hindustani and use the Hindustani you have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. You meet Mr. Das and his friend, Mr. Potter, on the street and exchange greetings:
    1. You say how do you do to Mr. Das, and ask how he is.
    2. Mr. Das says he's well, thank you, and asks you how you are.
    3. You say you're fine, thanks, and ask who that gentleman is.
    4. Mr. Das tells you this is his friend, Mr. Potter, and asks you to meet him.
    5. You tell Mr. Potter you're very glad to meet him. You ask him where he comes from.
    6. Mr. Potter tells you he's from America.
    7. You ask him whether he likes India.
    8. He answers that he likes it very much.
    9. You ask him to come for a meal.
    10. Mr. Potter accepts and thanks you.
2. You enter a store and greet a salesman:
    1. You say hello.
    2. He says how do you do, and asks what he can do for you.
    3. You tell him you want cigarettes.
    4. He asks you to wait a moment.
    5. You say all right.
    6. He says here are the cigarettes.
    7. You thank him and ask him how much it is.
    8. He tells you it is three annas.
    9. You say here it is.
    10. He says thank you very much, sir, please come again.
    11. You both say goodbye.

Throw yourself into these conversations. Do the best you can with pronunciation and with the Hindustani, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you must mean what you are saying. The Guide will help you correct your errors. If you can do this work well, it means that you are actually conversing in Hindustani, and that is your chief aim in this course.

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SECTION F—CONVERSATION (*Cont.*)

Read again the instructions given in Section F of the preceding unit. Then continue the conversations which you started in Section E of this unit.

Take every opportunity between now and the next meeting of the group to try out your Hindustani on other members of the group or on native speakers around you. Carry on conversations with them whenever you get a chance. Ask questions. At this stage of the game, don't try to use phrases or sentences which are different from those you have learned thus far in this course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

a

aaiiee	please come
amriikaa	America
andar	inside
aap-kaa	your
aap-kee	your
aa saktee hāī	(you) can come
aaũũ	I should come
aaũũ-gaa	I shall come

b

baal-baччee	members of the family
bahot	much, very
beeTaa	son
biiuii (*-ii*)	wife
booltee hāī	he speaks (polite)
	you speak

d

deekhtaa hũũ	I look, I see
deer (*-ii*)	period of time, delay
doost	friend

g

ghar	house

h

hāī	are
hindustaan	India
hootii hai	it is getting, it becomes

i

iee	this, these, he, she, it, they
in-kaa	his (polite form)
in-see	with him (polite)

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j

jaanaa	to go
jaldii	early

k

kaalij	college
kaam	work
karoo	do!
kar saktaa hūū	I can do
kaun	who?
-kee liiee	for . . .
khaanee-kee liiee	for eating, in order to eat
kiaa	see *Word Study*
-koo	to . . .

l

laʀkee	boys
leekin	but
kiee	for

m

mat	don't!
mat-karoo	don't do!
meeraa	my
meeree	my
meerii	my
miliiee	please meet
mil-kar	having met

n

naam	name
paʀhtaa hai	he studies
pasand kartaa hūū	I like
pasand kartee hāī	you like; he likes (polite)

s

saaheb	gentleman
saktee hāī	you can
samajhtee hāī	you understand; he understands (polite)
-see	with . . . from . . .

t

takliif (*-ii*)	trouble
thooʀaa	a little, some
thooʀii	a little, some
too	then

T

Thairiiee	please wait
Thairūū-gaa	I'll wait
Thiik	all right

u

uoo	that, those, he, she, it, they

x

xuš	glad, happy

z

zaruur	by all means

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UNIT 3

WHAT'S YOUR TRADE?

SECTION A—BASIC SENTENCES

To the Group Leader: Read carefully the note to the Leader in Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation*. Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on Pronunciation*, come back to the *Basic Sentences*. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

Record 5A, beginning.

Jim asks Paul about his trade and his family.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Jim:	
it is my opinion	*meeraa xiaal hai,*
that I know you	*kee aap-koo jaantaa hũũ,*
I think I know you.	*meeraa xiaal hai kee aap-koo jaantaa hũũ,*
Isn't your name Smith?	*too kiaa aap-kaa naam* Smith *hai,*
Paul:	
Yes, my name is Paul Smith.	*jii hãã. meeraa naam* Paul Smith *hai.*

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Jim:

the brother	*bhaaii,*
I'm your brother's friend.	*māī aaƥ-kee bhaaii-kaa doosт hũũ,*

Paul:

My younger brother's?	*meeree čhooтee bhaaii-kaa?*

Jim:

No, your elder brother's.	*jii nahīī. aaƥ-kee baʀee bhaaii-kaa.*
now	*abhii,*
Where is he now?	*abhii uoo kəhãã hãī,*

Paul:

I don't know.	*mujh-koo maaluum nahīī.*
the sailor	*jahaazii,*
He's a sailor.	*uoo jahaazii hãī.*

Jim:

you, too	*aaƥ bhii,*
Are you a sailor, too?	*kiaa aaƥ bhii jahaazii hãī?*

Paul:

No.	*jii nahīī.*
and	*aur,*
both	*doonõõ,*
in the army	*faиj-mẽẽ,*
My younger brother and I are both in the army.	*māī, aur meeraa čhooтaa bhaaii, doonõõ faиj-mẽẽ hãī.*
we	*ham-loog,*
American soldiers	*amriikan sipaahii,*
We are American soldiers.	*ham-loog amriikan sipaahii hãī.*

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Jim:	
(you) stay	*rahᵉtee hāī,*
Where do you live?	*aaṗ kahāā rahᵉtee hāī.*
Paul:	
with a friend	*eek doost-kee saath.*
We live with a friend	*ham-loog eek doost-kee saath rahᵉtee hāī.*
Record 5B, beginning.	
Do you know him?	*kiaa aaṗ un-koo jaantee hāī?*
His name is Ram Lal.	*un-kaa naam raam laal hai.*
Jim:	
I don't think so.	*meeraa xiaal nahīī.*
his trade	*un-kaa ṗeešaa,*
What's he do?	*un-kaa ṗeešaa kiaa hai.*
Paul:	
He's a shopkeeper.	*uoo dukandaar hāī.*
his shop	*un-kii dukaan,*
His shop is very big.	*un-kii dukaan bahot baʀii hai.*
Do you want to meet him?	*kiaa aaṗ un-koo milnaa čaahᵉtee hāī?*
Jim:	
(I) cannot meet	*nahīī mil saktaa.*
I can't meet him now.	*māī un-koo abhii nahīī mil saktaa.*
to me	*mujh-koo,*
is not	*nahīī,*
I haven't any time.	*mujh-koo uaḳt nahīī.*
But I can meet him tomorrow.	*leekin kal un-koo mil saktaa hūū.*

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Paul:
Sunday — *itwaar,*
Tomorrow's Sunday. — *kal itwaar hai.*

(he) doesn't work — *kaam nahīī kartee.*
He doesn't work on Sunday. — *uoo itwaar-koo kaam nahīī kartee.*

on Monday or Tuesday — *soomwaar, iaa mangal-mēē,*
(we) can see — *deekh saktee hāī;*
But we can see him on Monday or Tuesday. — *leekin ham-loog, soomwaar, iaa mangal-mēē, un-koo deekh saktee hāī.*

Jim:
Good. — *aччhaa,*

Paul:
his sister — *un-kii bahen,*
(she) works — *kaam kartii hai,*
His sister works in his store, too. — *un-kii bahen bhii un-kii dukaan-mēē kaam kartii hai.*

the very beautiful girl — *xubsuurat laʀkii,*
She's a very pretty girl. — *uoo bahot xubsuurat laʀkii hai.*

Jim:
with pleasure — *xušii-see,*
I'll be glad to come with you. — *māī xušii-see aap-kee saath aaūū-gaa.*

Before you go through the *Basic Sentences* a second time study the following:

2. Hints on Pronunciation

Vowels written double are, except at the end of a word, about twice as long as short vowels. They also have a difference in quality. For instance, *a* sounds like the *u* of 'cut', *aa* like the *a* of 'father'. Listen to the difference of length and quality as the Guide (or record) pronounces the following words, and imitate carefully.

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Record 6A, beginning.

Practice 1

andar	'inside'	*aanee*	'annas'
ham-loog	'we (people)'	*daam*	'price'
kal	'yesterday'	*xiaal*	'thought'

Other vowels also are about twice as long as those written singly. Most of them differ in quality as well. Remember *e* and *ee* differ mainly in length, both have about the quality of *e* in "red"; *i* is about like the *i* in "hit", *ii* like the *i* in "police"; *o* is very short while *oo* is about like *o* in "note"; *u* is about like *u* in "put", *uu* is about like *u* in "rude". Listen for these vowel differences and imitate your Guide.

Record 6A, after 1st spiral.

Practice 2

meherbaanii	'thank you'	*meeraa xiaal hai*	'I think'
bahen	'sister'	*peešaa*	'trade'
sigreT	'cigarette'	*siidhee*	'straight ahead'
phir	'again'	*dhiiree*	'slowly'
bahot	'very'	*rooTii*	'bread'
kučh	'some'	*duudh*	'milk'
dukaan	'shop'	*xubsuurat*	'pretty'

In Hindustani double consonants are also pronounced doubly long. Compare English "mea*n*ing"; "mea*nn*ess"; "roo*m*er": "roo*mm*ate"; "ma*dd*er" (pronounced with one "d" though written with two): "ma*d d*og". Listen for these differences as the Guide pronounces the following practices and imitate him.

Record 6A, after 2nd spiral.

Practice 3

doonõõ	'both'	*jaannaa*	'to know'
soomuaar	'Monday'	**ummiid*	'hope'
čhooTii	'small'	**čhuTTii*	'furlough'
jaatii hai	'it goes'	**bijlii-kii battii*	'electric light'
čaar	'four'	*baal-bačče*	'the members of the family'
čhai	'six'	*ačchaa*	'good'

Now go through the *Basic Sentences* once more individually, and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

*These words will appear in later units.

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3. Check Yourself

Did you distinguish carefully between short vowels and long vowels?

Did you pronounce *čhooTii* with a back *T*, and *jaatii* with a front *t*?

Did you roll your *r*'s and flap your *R*'s?

Did you pronounce a long *n* in *jaannaa?*

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

As in Section B1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the Hindustani. Then read the comments which follow each list. When you have finished the *Word Study* ask other members of the group about points which are not clear to you.

A. ADJECTIVES AS QUALIFIERS.

amriikan *sipaahii*	'an American soldier'
xubsuurat *laRkii*	'a beautiful girl'
eek *rupiaa*	'one rupee'

In Hindustani, just as in English, the words for 'American', 'beautiful', 'one' may qualify and precede the words for 'soldier', 'girl', 'rupee'. We shall call the former type of words ADJECTIVES, (bold-faced in the above examples), and the latter, NOUNS. Many adjectives behave like the three mentioned here; they always have the same form. (We shall call them class 1 adjectives.)

eek meeraa beeTaa	'one (of) my brother(s)'
meeraa čhooTaa bhaaii	'my younger brother'
us-kaa daam	'its price'
thooRii deer	'a little while'
meerii biiuii	'my wife'
un-kii dukaan	'his shop'

Other adjectives (class 2) have three different forms. We have encountered two of them: one ending in *-aa* and the other in *-ii*. The one in *-aa* will be known as MASCULINE, the one in *-ii* as FEMININE. The choice between these two forms depends upon the noun which is described by the adjective. Some nouns must be preceded by the masculine form of the adjective (MASCULINE NOUNS); others must be preceded by the feminine forms (FEMININE NOUNS). As there is nothing in the noun itself to tell us with certainty whether it is one or the other, you will, from now on, have to remember the GENDER (whether it is masculine or feminine) of every new noun you learn. In the *Finder Lists* feminine nouns have been marked by an (*-ii*) to indicate that an adjective of class 2 appears with a final *-ii* before the noun in question. In our examples, the nouns *beeTaa* 'son',

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bhaaii 'brother', *daam* 'price' are masculine; and the nouns *deer* 'while', *biiuii* 'wife', and *dukaan* 'shop' are feminine.

B. ADJECTIVES WITH THE VERB "TO BE".

māī xuš *hūū*	'I am happy'
māī aččhaa *hūū*	'I am (feeling) well'
un-kii dukaan baRii *hai*	'his shop is big'

Just as in English, the words for 'am', 'is', 'are' are seldom found in a phrase by themselves. Usually, they are preceded in closely-knit expressions by nouns, adjectives, and other words. In the above examples, you find ADJECTIVES with *hūū* 'am' and *hai* 'is': *xuš* 'glad' belongs, of course, to class 1, and does not change. *baRii* 'large' belongs to class 2, and shows the feminine form, for *dukaan* (preceded by *un-kii*) is a feminine noun.

In *māī aččhaa hūū* there is no noun for the adjective to refer to. All you have here is the word *māī* 'I'; and even this may be left off. When a class 2 adjective refers to a male person, who is mentioned by pronoun, or not even explicitly mentioned in the sentence, it will have the masculine *-aa* form; if it refers to a woman, it will have the feminine *-ii* form. In other words, the phrase *māī bahot aččhaa hūū* 'I am very well' as you have learned it, could not be said by a woman. A woman would have to say: *māī bahot aččhii hūū*.

C. PRESENT TENSE SINGULAR.

*māī čaahᵉ*taa *hūū*	'I want'
(*māī*) *aap-koo jaan*taa *hūū*	'I know you'
*gaaRii kab jaa*tii *hai*	'when does the train go?'
uoo (namely, *gaaRii*!) *fauran jaa*tii *hai*	'it (namely, the train) goes right away.'

If you compare these expressions with the ones under B, you will find that in Hindustani, when expressing 'I want', 'it goes', you say something like: 'I AM desirous,' 'it IS in motion.' In other words, you use expressions with *hūū*, *hai* 'am, is', preceded by something like an adjective in *-aa*, *-ii*. *māī čaahᵉtaa hūū* is built just like *māī aččhaa hūū* 'I am well'. Again, a woman would have to say *māī čaahᵉtii hūū* 'I want (that is, I AM desirous).' On the other hand, it is *gaaRii kab jaa*tii *hai*, which means that *gaaRii* is a feminine noun. You also say *uoo kab jaa*tii *hai* because in this case *uoo* stands for *gaaRii*. We shall refer to these expressions as PRESENT TENSE forms.

D. MASCULINE PLURAL OF ADJECTIVES AND PRESENT TENSES.

*mee*ree *laRkee*	'my boys'
*aap kai*see *hāī*	'how are you?'
(*aap*) *kiaa kahᵉ*tee *hāī*	'what do you say?'
*aap aa sak*tee *hāī*	'you can come.'

The adjective forms in *-aa* and *-ii* so far discussed are all with verbs in the singular (*hūū*, *hai*). For the PLURAL (with *hāī* 'are') there is a third form in *-ee* which is used

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as a MASCULINE form, that is, with a masculine noun or with reference to a male person, or a thing of undetermined character. (Feminine nouns, and female persons are referred to by the feminine form in *-ii*. There is no special feminine plural form for adjectives). Compare the singular expressions:

meeraa beeTaa . . . hai	'my son is . . .'
mãĩ čaahᵉtaa hũũ	'I (*man speaking*) wish'

with the plural expressions:

meeree laRkee . . . hãĩ	'my boys are . . .'
aap kiaa kahᵉtee hãĩ	'what do you say?'

E. INFINITIVE (-*NAA*-FORM) AND STEM OF VERBS.

mãĩ dhoonaa čaahᵉ*taa hũũ*	'I WANT to wash'
kiaa aap un-koo milnaa caahᵉ*tee hãĩ*	'Do you want to meet him'
kal un-koo mil sak*taa hũũ*	'I can meet him tomorrow'
aap aa sak*tee hãĩ*	'you can come'
aap-kee liiee kiaa kar sak*taa hũũ*	'what can I do for you?'

Notice that the verb for 'I, they . . . wish', (čaahᵉ*taa hũũ*, čaahᵉ*taa hai*, čaahᵉ*tee hãĩ*) is preceded by a form in *-naa*, as *dhoo*naa 'to wash', *mil*naa 'to meet'. (This form we shall call INFINITIVE.)

On the other hand, the verb for 'I, he, they . . . can' (sak*taa hũũ*, etc.) is preceded by a form without this *-naa*: *mil* 'meet', *aa* 'come', *kar* 'do'. (We shall call it the STEM.)

F. "ALSO, TOO".

un-kii bahen bhii un-kii dukaan-mẽẽ kaam kartii hai	'His sister works in his store, too'
kiaa aap bhii jahaazii hãĩ?	'are you a sailor, too'

The word *bhii* means 'also' or 'too' (NOT, of course, the 'too' preceding an adjective or adverb as in "too big, too soon" which is simply *bahot* . . . or *ziaadaa* . . .). You must be very careful in using it, for it must always go immediately after the word or words which it stresses. English is less strict in this matter. For instance, the English sentence 'are you a sailor, too' may mean two entirely different things, namely (1) 'are you a sailor, too, like your brother', or (2) 'are you a sailor, too, in addition to being a fisherman'. In the first case the 'too' goes with 'you' ('you, not only others')—its Hindustani equivalent is *aap bhii*. In the second case, 'too' goes with 'a sailor' ('a sailor, not only a fisherman')—in Hindustani it would be *jahaazii bhii*. The sentence *un-kii bahen un-kii dukaan-mẽẽ bhii kaam kartii hai* would imply that the man's sister works in other places as well as in his store. If it were *un-kii bahen un-kii dukaan-mẽẽ kaam bhii kartii hai*, it would mean 'she not only sits around in the store, but she does work as well'.

Read aloud several times all the examples given in

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this section on *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat this operation until you are sure that you know every expression. As a final test, cover the Hindustani and see if you can say the Hindustani expression simply by looking at the English.

Before you go on to the next section, turn back to the *Basic Sentences* and look for examples of the things that have just been explained to you. Examine all the nouns and see if you can tell which type each one belongs to. The phrase *thooRaa kaam* 'some work', for instance, shows that *kaam* 'work' is a masculine noun. If the *Basic Sentences* don't show you which gender a noun is, be sure to look in the *Finder List* whether or not it is marked "*-ii*". Remember that you have to have this information on every noun; if you don't, you can't use it.

2. Covering English and Hindustani of Word Study
(Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every Hindustani expression. Then cover the Hindustani and see if you can say each Hindustani expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences
(Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the Hindustani, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct ex-

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pression in Hindustani. Read the situation, repeat aloud all the solutions for each situation, and then indicate for the next class meeting the answer which you consider the most appropriate.

You meet Jim on the street and start talking:

1. You say that your name is Smith:
   a. *meeraa naam* Smith *hai.*
   b. *un-kaa naam* Smith *hai.*
2. Jim answers that he knows you:
   a. *mujh-koo maaluum nahīī*
   b. *māī aap-koo jaantaa hūū*
3. He says that he is a friend of your elder brother:
   a. *māī aur meeraa čhoTaa bhaaii, doonōō fauj-mēē hāī.*
   b. *ham-loog eek doost-kee saath rahᵉtee hāī.*
   c. *māī aap-kee baRee bhaaii-kaa doost hūū.*
4. He asks where your brother is now:
   a. *kiaa aap bhii jahaazii hāī?.*
   b. *un-kaa peešaa kiaa hai.*
   c. *abhii uoo kahāā hāī.*
5. You answer that you don't know:
   a. *meeraa xiaal nahīī.*
   b. *mujh-koo maaluum nahīī.*
   c. *mujh-koo uaḳt nahīī.*
6. You say that he is in the army:
   a. *uoo fauj-mēē hāī.*
   b. *uoo dukaan-mēē kaam kartii hai.*
   c. *uoo bahot xuubsuurat laRkii hai.*
7. You say that you can see him on Sunday:
   a. *māī un-koo abhii nahīī mil saktaa.*
   b. *un-koo miliiee.*
   c. *ham-loog ituaar-mēē un-koo deekh saktee hāī.*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Follow the same procedure as for Section D of Unit 2. Call on different students (not in any fixed order) to give their answers in Hindustani for the exercise *What Would You Say?* in Section C3 of this unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in Hindustani.

Go back to the last exercises in the preceding section. The Leader will call for your answers in Hindustani for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Leader will then call for the English equivalents of all the expressions in the exercises.

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2. Word-Study Check-Up

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Hindustani for the English equivalents of the expressions given in the *Word Study*. Make sure that all the students have learned the material thoroughly.

Go back to the *Word Study* in Section B. The Leader will ask different members of the group to give the correct Hindustani for the English equivalents of the expressions you went over in the *Word Study*. Be sure you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Follow the same procedure as for *Listening In* in Section D3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Hindustani immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

Record 6A, after 3rd spiral.

1. Jim and Das are sitting in a restaurant.

Jim: *uoo saaheb kaun hāī,*

Das: *uoo meeraa bhaaii hai.*

Jim: *aap-kaa čhooTaa bhaaii?*

Das: *jii nahīī.*
meeree baRee bhaaii.

Jim: *meeraa xiaal hai kee māī un-koo jaantaa hūū.*
kiaa un-kii biiuii-kaa naam Mary *hai?*

Das: *jii hāā.*
un-kii biiuii-kaa naam Mary *hai.*

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Jim: *uoo abhii kahãã rahᵏtee hãī,*

Das: *meeree bhaaii aur un-kii biiuii,*
doonõõ eek doost-kee saath rahᵏtee hãī.

Jim: *kiaa māī un-koo mil saktaa hũũ?*

Das: *aaj nahīī.*
leekin kal ham-loog un-see mil saktee hãī.

Jim: *kiaa māī eek doost-kee saath aa saktaa hũũ?*

Das: *zaruur.*
kiaa māī aap-kee doost-koo jaantaa hũũ?

Jim: *mujh-koo maaluum nahīī.*
un-kaa naam Brown *hai.*
uoo dukandaar hãī.

Das: *meeraa xiaal hai kee māī un-koo nahīī jaantaa.*
leekin xušii-see un-koo milnaa caahᵏtaa hũũ.

Jim: *aččhaa māī kal* Brown-*kee saath aaũũ-gaa.*

Record 6B, beginning.

Listening In (*Cont.*)

2. Jim goes shopping.

Das: *andar aaiiee janaab,*
māī aap-kee liiee, kiaa kar saktaa hũũ.

Jim: *māī aur meeree doost amriikan sipaahii hãī.*
ham-loog hindustaanii bahot nahīī booltee.
dhiiree dhiiree booliiee.

Das: *bahot xušii-see janaab,*
aap kiaa čaahᵏtee hãī.

Jim: *ham-loog rooтii čaahᵏtee hãī.*

Das: *iee rooтii-kii dukaan nahīī janaab.*
iee duudh-kii dukaan hai.

Jim: *phir booliiee,*
ham-loog nahīī samajhtee.

Das: *iee duudh-kii dukaan hai.*
aap samjhee?

Jim: *jii hãã.*
bahot meherbaanii.
rooтii-kii dukaan kahãã hai.

Das: *aap rooтii-kii dukaan, iahãã-see deekh saktee hãī.*
uoo baaīī taraf hai.

Jim: *kiaa baĸii dukaan hai?*

Das: *jii nahīī.*
bahot čhooтii dukaan hai.

Jim: *māī uoo deekhtaa hũũ.*
bahot meherbaanii.

Das: *kuč baat nahīī janaab,*
xudaa haafiz,

Jim: *salaam.*

Record 6B, after 1st spiral.

3. Planning for a date.

Jim: *kiaa aap iahãã eek laĸkii-koo jaantee hãī?*

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Das: *aap kiaa čaahᵉtce hāī.*

Jim: *māī eek laʀkii-kee saath, khaanee-kii dukaan-mēē, khaanaa čaahᵉtaa hūū.*

Das: *bahot aččhaa.*
meerii bahen bahot xuubsuurat laʀkii hai.
kiaa aap un-koo milnaa čaahᵉtee hāī?

Jim: *jii hāā.*
bahot xušii-see.
kiaa māī abhii aap-kee saath aa saktaa hūū?

Das: *abhii uoo ghar-mēē nahīī.*
uoo hooʀal-mēē kaam kartii hai.
leekin aap čhai bajee aa saktee hāī.

Jim: *čhai bajee deer hai. leekin māī aaūū-gaa.*

SECTION E—CONVERSATION

1. Covering the Hindustani of Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the Hindustani and test yourself to see how many words and phrases you can say in Hindustani when you are looking only at the English.

2. Vocabulary Check-Up

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them: "*hindustaanii-mēē . . . - koo kiaa kahᵗtee hāī*" for the English equivalents in the *Basic Sentences*, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences*.

As you did in Unit 2, supply the Hindustani expressions for the English equivalents in the *Basic Sentences*, when the Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situation slightly.

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As you did in the Conversation in Section E3 of Unit 2, first go through the conversations outlined below, taking turns. As soon as you can speak the parts smoothly, pass to acting them out in front of the group; keep this up until you can do it easily and smoothly.

Here are some suggestions:

1. Jim and Paul meet. Jim asks Paul about what he and his family do for a living.
2. Paul asks a stranger about his name and address, and the place where he works, and whether he likes his work.
3. Jim tells Paul about his friend. He wants Paul to meet his friend and his sister on a given day.
4. Do some simple arithmetic involving addition of numbers adding up to less than ten.

After you have practiced these conversations until you can do them easily and smoothly, change the situations somewhat and introduce more material from previous units. Use your imagination in thinking up various combinations of situations. For example, Jim may find out from Paul that they are both from the same town, that they have a mutual friend in Detroit or Calcutta, etc.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review parts 1 and 2 of Section E.

FINDER LIST

This *Finder List* has all the new words and expressions used in this unit. These as well as those of the previous two units, are words and expressions which by this time you should know quite well. Verbs are given in the infinitive.

a

abhii	now
amriikan	American
aur	and

b

bahen (*-ii*)	sister
baRaa	big, elder
baRee	big, elder
baRee	big, elder
baRii	big, elder
bhaaii	brother
bhii	also, too

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č

čhooTaa small, younger
čhooTee small, younger
čhooTii small, younger

d

doonõõ both
dukaan (*-ii*) shop
dukandaar the shopkeeper

f

fauj (*-ii*) army

h

ham we
ham-loog we

i

iaa or
ituaar Sunday

j

jaannaa to know
jahaazii sailor

k

kaam karnaa to work
kee that
meeraa xiaal hai kee I think that
-kee saath with

l

laRkii (*-ii*) girl
loog people

m

maaluum apparent
mujh-koo maaluum nahīī I don't know
mangal Tuesday
-mēē in, on
milnaa to meet
mujh-koo to me

n

nahīī is not

p

peešaa trade, profession

r

rahᵉnaa to live, to stay

s

saath with
sipaahii soldier
soomuaar Monday

u

un-kii his (polite)

x

xiaal thought, opinion
xubsuurat beautiful, pretty
xušii (*-ii*) pleasure

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UNIT 4

SEEING THE SIGHTS

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Record 7A, beginning.

A Guide shows John and his Friend the Town.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
John:	
hey there!	*bhaaii,*
the market	*bazaar,*
how far	*kitnii duur.*
Hey there, how far is the market from here?	*bhaaii, bazaar iahãã-see kitnii duur-hai.*
Guide:	
Not very far.	*bahot duur nahĩĩ,*
the stranger	*ajnabii.*
Are you a stranger?	*kiaa aap ajnabii hãĩ?*
For a little money I'll come with you.	*thooʀee paisee-kee liiee aap-kee saath aaũũ-gaa.*

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all
famous spots
And I'll show [you] all the sights.

sab.
mašhuur jaghēē.
aur sab mašhuur jaghēē dikhaañū-gaa.

John:
to give
We'll give you two rupees.

deenaa,
ham aap-koo doo rupaee dēē-gee.

it takes (lit. is applied)
How much time does it take to go to the market?

lagtaa hai,
bazaar-koo jaanee-kee liiee, kitnaa uaḳt lagtaa hai.

Guide:
only
It only takes ten minutes.

sirf.
sirf das minaT lagtee hāī.

easily
to walk
We might as well walk.

aasaanii-see,
paidal jaanaa,
ham aasaanii-see paidal jaa saktee hāī.

John:
the automobile
more
We'd rather go by bus.

mooTar.
ziaadaa.
ham-loog, mooTar-see jaanaa ziaadaa pasand kartee hāī.

Guide:
Very well, sir.

bahot aččhaa janaab,

by another road
But the bus goes by another road.

duusrii saRak-see.
leekin mooTar duusrii saRak-see jaatii hai.

John:
O. K., then, let's walk!

too aaoo, paidal čalēē

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Record 7B, beginning.

We haven't much time.	*ham-koo bahot uaḳt nahīī.*
our train the hour	*hamaarii gaaʀii,* *ghanʈaa.*
Our train leaves in an hour.	*hamaarii gaaʀii, eek ghanʈee-mēē jaaee-gii.*
Guide: enough then	*kaafii,* *too,*
Then you have enough time, sir.	*too aap-koo kaafii uaḳt hai. janaab,*
John: the high building	*ūūcii imaarat.*
What's that high building?	*uoo ūūcii imaarat kiaa hai.*
Guide: Where?	*kahāā.*
On the bank of the river?	*nadii-kee kinaaree-par?*
That's the old mosque.	*uoo puraanii masjid hai.*
John: Can we go inside?	*kiaa ham-loog, andar jaa saktee hāī?*
Guide: Yes, of course!	*xušii-see.*
first to take off one's shoes	*pahᶜlee,* *juutaa utaarnaa.*
But first take off your shoes.	*leekin pahᶜlee juutaa utaariiee.*

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the temple	*mandir,*
never (lit. ever not)	*kabhii nahĩĩ.*
Never go into a mosque or a temple with your shoes on.	*masjid iaa mandir-mẽẽ, juutee-kee saath, kabhii nahĩĩ jaaiiee.*
Look!	*deekhiiee.*
To your left is a very fine hotel.	*aap-kee baaĩĩ taraf, bahot mašhuur hooTal hai.*
from its roof	*us-kii čhat-see,*
the city	*šaher,*
From the roof we can see the whole town.	*us-kii čhat-see, ham-loog sab šaher saktee hãĩ.*
upstairs	*uupar.*
Do you want to go upstairs?	*kiaa aap uupar jaanaa čaah'tee hãĩ?*
John:	
Is there an elevator in the hotel?	*kiaa hooTal-mẽẽ lifT hai?*

Record 8A, beginning.

Guide:	
No sir.	*jii nahĩĩ saaheb.*
John:	
below	*niičee.*
Then I'll stay downstairs.	*too mãĩ niičee rahũũ-gaa.*
tired	*thakaa,*
I'm very tired	*mãĩ bahot thakaa hũũ.*
But my friend will go with you.	*leekin meeraa doost, aap-kee saath jaaee-gaa.*
Guide:	
to come back	*uaapas aanaa,*
We'll come back soon.	*ham jaldii uaapas aaẽẽ-gee,*

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Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

The puff of breath. In Hindustani almost every consonant may or may not be accompanied by a strong puff of breath. This breathing sound will be written with *h*. It is important to pronounce the *h* clearly whenever you find it written. On the other hand, you must take great pains to avoid any audible breath where it is not written. This you may not find so easy in the case of *p*, *t*, *ṭ*, *č*, *k*. You will notice that the sound here written *ph* in *phir* 'again' is rather like the English 'p' in 'pin' (only with still more breath to it) while the Hindustani *p* in *pāāc* is quite close to the English 'p' in 'spin'.

Record 8A, after 1st spiral.

Practice 1

pāāč 'five'	*phir* 'again'
piinee-kaa paanii 'drinking water'	
čaar 'four'	*čhai* 'six'
čaaual 'rice'	*čhat* 'the roof'
dukaan 'the shop'	*khaanaa* 'food'
kab 'when'	*dikhaaiiee* 'please show'

Both the front-*t* and the back-*ṭ* may, of course, or may not be accompanied by *h*.

Record 8A, after 2nd spiral.

Practice 2

taraf 'direction'	*thakaa* 'tired'
too 'then'	*thookaa* 'little'
beeṭaa 'son'	*ṭhiik* 'correct'
čhoṭaa 'small'	*ṭhairiiee* 'please wait'

The *h*-less sounds may sometimes seem to you to equal *b*'s, *j*'s, *g*'s, etc., rather than *p*'s, *č*'s, *k*'s. In reality, *b*, *j*, *g*, etc., are quite distinct from *p*, *č*, *k* in Hindustani.

b, *d*, *ḍ*, *j*, *g* may also be accompanied by a puff of breath. If so, at the very time when your lips or tongue make the sound in question, you force as much breath out of your lungs as you can. Be careful to have both actions at the same time rather than successively. In other words, try to say *ghar* (ONE syllable) rather than something like *gehar*.

Record 8A, after 3rd spiral.

Practice 3

baaraa 'twelve'	*bhaaii* 'brother'
aadaab arz 'how do you do'	*kabhii* 'ever'
beeṭaa 'son'	*bhii* 'also'
deer 'the while'	*dhiiree* 'slowly'
ziaadaa 'more'	*siidhee* 'straight'
duur 'far'	*dhoonaa* 'to wash'
bajee 'o'clock'	*samjhee* (you) understood'
gaaṛii 'train'	*ghanṭaa* 'hour'
goošt 'meat'	*ghar* 'house'

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You have doubtless observed that if such a breathed consonant (*Th*, *gh*, etc.) comes at the end of a syllable the *h* in it is often not audible.

Record 8A, after 4th spiral.

Practice 4

aap-kee saath 'with you'	*kuch baat nahīī* 'it doesn't matter'
duudh 'milk'	*samajhnaa* 'to understand'
aaTh 'eight'	*māī deekhtaa hūū* 'I see'

In other words, *saat* 'seven' and (*aap-kee*) *saath* 'with (you)' often sound alike.

Now go through the *Basic Sentences* once more individually, with your book open, and once with your book closed.

3. Check Yourself

Are you taking every opportunity to practice your Hindustani by talking with other members of the group or with Hindustani speaking people whom you may meet?

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

Work through the following as recommended in the previous units.

A. PARTICLES

hindustaanii-mēē	'IN Hindustani'
kaalij-mēē	'IN college'
fauj-mēē	'IN the army'
ituaar-mēē	'(ON) Sunday'
mangal-mēē	'(ON) Tuesday'
hooTal-mēē	'IN the hotel'
mandir-mēē	'IN the temple'
amriikaa-mēē	'IN America'
kahāā-see	'FROM where, where FROM'
iahāā-see	'FROM here'
amriikaa-see	'FROM America'
aap-see mil-kar	'having met ('WITH') you'
aasaanii-see	'WITH ease; easily'
mooTar-see	'BY car'
xušii-see	'WITH pleasure'
raam laal-koo kaam hai	'TO Mr. Raam Laal there is work, i.e. he HAS to do.'
aap-koo jaantaa hūū	'I know you'
aap-koo doo rupaee dēē-gee	'We'll give ('TO') you two rupees'
bazaar-koo jaanaa	'to go TO the market'
ham-koo bahot uaḳt nahīī	'TO us there is no time; we have no time.'
aap-koo kaafii uaḳt hai.	'TO you there is enough time; you HAVE enough time.'

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The syllables *-mẽẽ*, *-see*, and *-koo* and a few others will be referred to as PARTICLES. *-mẽẽ* means, roughly, 'in'; *-see* 'from' or 'with'; and *-koo* 'to'. But unlike these English words, Hindustani particles always come AFTER the words with which they belong: *hootal-mẽẽ*, but 'IN the hotel'.

As to the meanings, notice that Hindustani speakers often picture relationships in space and time differently from the way English speakers do. Notice *mangal-mẽẽ*, 'IN Tuesday', where we say 'ON (or even without ON) Tuesday'. (More frequent is *mangal*-koo.) Notice the way in which we translate *ham-koo bahot uaḳt nahĩĩ* (literally: 'to us no time is, that is, we HAVE no time). In Hindustani you 'meet WITH someone' :*aap*-see *mil-kar*. Finally, notice the phrase *aap*-koo *jaantaa hũũ* where we simply say 'I know you'.

B. THE MASCULINE OBLIQUE CASE OF NOUNS

eek ghanTee-mẽẽ	'IN one hour'
kinaaree-par	'ON the bank'

The second example contains another particle, *-par* 'upon'.

The words for 'hour' and 'bank, shore' by themselves are masculine nouns in *-aa*: *ghanTaa*, *kinaaraa*. With a few exceptions, masculine nouns in *-aa* change their *-aa* into *-ee* before particles. This particular form we shall call the OBLIQUE case. Notice that *amriikaa* 'America' is one of the exceptions: *amrii*kaa-*mẽẽ* 'in America'. We may say that in *amriikaa*, as well as in all the other words listed in Comment A, the oblique case has no special form.

C. *-KAA* 'BELONGING TO . . .'

piinee-kaa *paanii*	'water belonging to drinking'
bhaaii-kaa *doost*	'the friend belonging to my brother, the friend of my brother, my brother's friend'.
khaanee-kii *dukaan*	'a shop belonging to food, a food shop, a restaurant'.

-kaa, *-kii* are particles meaning 'belonging to'. Like class 2 adjectives, they agree with the noun which they describe: *piinee*-kaa *paanii* 'drinking water', just like *aCCh*aa *paanii* 'good water' (*paanii*, then, is masculine); *khaanee-kii dukaan* 'eating shop', just like *baRii dukaan* 'large shop' (*dukaan* is feminine).

The noun by which *-kaa* or *-kii* is followed, behaves like any noun with a particle following it: *bhaaii-kaa* 'belonging to the brother' just like *bhaaii-see* 'from the brother'; *khaanee-kii dukaan* 'shop belonging to food, shop for food, restaurant' with the oblique case of *khaanaa*, just like *khaanee-mẽẽ* 'in the food'. *piinee-kaa paanii* 'water belonging to drinking, drinking water' contains the oblique case of *piinaa* 'to drink; the drinking'. As you can see, infinitives in *-naa* are masculine nouns.

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D. MASCULINE OBLIQUE OF ADJECTIVES.

meeree čhooTee bhaaii-kaa doost	'the friend of ('belonging to') my younger brother'.
aap-kee baRee bhaaii-kaa doost	'the friend of ('belonging to') your younger brother'
nadii-kee kinaaree-par	'on the bank of the river'

Class 2 adjectives (including *-kaa*) describing a masculine noun plus a particle change *-aa* into *-ee*. Compare:

meeraa čhooTaa bhaaii	'my younger brother'
meeree čhooTee bhaiī-kaa	'of my younger brother'
nadii-kaa kinaaraa	'the bank of the river'
nadii-kee kinaaree-par	'on the bank of the river'

There is no change in feminine adjectives:

duusrii saRak	'the other street'
duusrii saRak-see	'by another street'

E. VARIOUS ENGLISH EQUIVALENTS OF *-KAA*.

nadii-kaa kinaaraa	'river bank', 'bank of the river'
meere bhaaii-kaa doost	'my brother's friend'

-kaa, -kii is translated into idiomatic English in various ways. Three common translations are represented in the above examples: compound word; "of;" 'genitive' in "s." Notice that in Hindustani, the word which is modified by the rest of the phrase comes last: in *nadii-kaa kinaaraa* (no matter whether you translate it by saying 'the river bank' or 'the bank of the river') it is *kinaaraa* which is modified or described by *nadii-kaa*; therefore it comes at the end, just as in *baRaa kinaaraa* 'big shore' or *xubsuurat kinaaraa* 'beautiful shore'.

F. SUBJUNCTIVE AND FUTURE.

mãī kab aaũũ	'When should I come?'
mãī aaũũ-gaa	'I shall come'
mašhuur jaghēē dikhaaũũ-gaa	'I'll show you the sights'
loo mãī niičee rahũũ-gaa	'Then I'll stay downstairs'
meeraa doost jaaee-gaa	'my friend will go'
ham jaldii uaapas aaēē-gee	'we shall come back soon'

The verbal stem with the ending *-ũũ* results in a form expressing a cautious statement: 'I may do so-and-so:' *aaũũ* 'I may come', *jaaũũ* 'I may go', *deekhũũ* 'I may see', *karũũ* 'I may do'. It often comes in hesitant questions: 'Should I come?' etc. We may call this and other forms the SUBJUNCTIVES.

If *mãī* 'I' is referred to, the subjunctive ends in *-ũũ*.

If a noun in the singular, or a pronoun meaning 'he, she, it' is referred to, the subjunctive ends in *-ee*: *aaee* 'he may come'; *meeraa doost jaaee* 'my friend might go'.

The plural form of the subjunctive is in *-ēē*: *ham uaapas aaēē* 'we might come back'.

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By adding the adjective *-gaa* (masc.), *-gii* (fem.), the singular subjunctives are made into statements about the FUTURE: *rahūū-gaa* 'I shall stay, I am going to stay', *meeraa doost jaaee-gaa* 'my friend will go'; *māī rahūū-gii* 'I (woman speaking) will be staying (for some time)', *gaaRii jaaee-gii* 'the train will go, is going to leave'.

The plural form in *-ēē* adds, of course, *-gee* (and, for the feminine, *-gii*): *ham aaēē-gee* 'We shall come'. (A woman would say: *ham aaēē-gii*.)

G. *TOO.*

1. *too māī niičee rahūū-gaa* '(There is no elevator in the house;) I'll stay downstairs, then'
   too aap-koo kaafii uakt hai '(Your train is going to leave in two hours;) then you have enough time'
   too paidal calēē 'O.K., then let's walk'
   too Thairūū-gaa 'O.K., I'll wait'

too is an extremely common word. Its place is in continuous narrative or in dialogue where it is used to indicate a conclusion drawn from what precedes (nearest English equivalent: 'then'), often coupled with agreement to the other fellow's statement ('all right; then . . .').

2. *too kiaa aap-kaa naam* Smith *hai?* 'your name is Smith, isn't it; isn't your name Smith'?

In a yes-or-no question with rising voice ("*?*"), *too* means that the speaker expects an affirmative answer. He asks the question just to have his guess confirmed ("I seem to remember your name is Smith. Is that right?"). English uses phrases like 'isn't it, doesn't one, aren't they, won't she' in such cases.

2. Covering English and Hindustani of Word Study

(Individual Study)

Review this *Word Study* by reading aloud all of the Hindustani expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the Hindustani and see if you can say each Hindustani expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning and examples of points in the *Word Study*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

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2. Covering the English of Basic Sentences
(Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. A man asks you whether you are a stranger:
   a. *kiaa aap bhii jahaazii hāī?*
   b. *kiaa aap ajnabii hāī?*
   c. *aap kahāā rahᵉtee hāī.*
2. He tells you he'll accompany you for a little money:
   a. *bazaar-koo jaanee-kee liiee das minaT lagtee hāī.*
   b. *thooRee paisee-kee liiee aap-kee saath aaũũ-gaa.*
   c. *aap kab khaanee-kee liiee aa saktee hāī.*
3. You ask him how far the market place is from here:
   a. *bazaar iahāā-see kitnii duur hai.*
   b. *bazaar-koo jaanee-kee liiee kitnaa uaḳt lagtaa hai.*
   c. *bazaar kahāā hai.*
4. He says you can easily walk:
   a. *ham-loog mooTar-see jaanaa ziaadaa pasand kartee hāī.*
   b. *hamaarii gaaRii eek ghanTee-mēē jaaee-gii.*
   c. *ham aasaanii-see paidal jaa saktee hāī.*
5. You answer that you're very tired:
   a. *māī bahot thakaa hũũ.*
   b. *māī fauj-mēē hũũ.*
   c. *māī xuš hũũ.*
6. He says that you have enough time:
   a. *aap-koo kaafii uaḳt hai.*
   b. *ham-koo bahot uaḳt nahīī.*
   c. *kiaa uaḳt hai.*
7. You ask him what that high building is:
   a. *kiaa un-kii dukaan bahot baRii hai?*
   b. *sab mašhuur jaghēē dikhaaũũ-gaa.*
   c. *uoo ũũčii imaarat kiaa hai.*
8. He says it is a famous temple:
   a. *uoo puraanii masjid hai.*
   b. *mašhuur mandir hai.*
   c. *bahot mašhuur hooTal hai.*
9. You ask if you can go inside:
   a. *kiaa raam laal andar hāī.*
   b. *andar aaiiee.*
   c. *kiaa māī andar jaa saktaa hũũ.*
10. He tells you to take off your shoes:
    a. *juulaa utaariiee.*
    b. *juulee-kee saath jaaiiee.*
    c. *ham jaldii uaapas aaēē-gee.*

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SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for the last exercise in the preceding section, when the Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

Give the correct Hindustani for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group Leader will give the English and call on different members of the group for the Hindustani.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

Record 8B, beginning.

1. Jim addresses a stranger on the street.

Jim: *maaf kiijiiee janaab.*
šaher iahāā-see kitnii duur hai.

Das: *mujh-koo maaluum nahīī.*
māī bhii ajnabii hūū, leekin meerii bahen, iahāā rahᵉtii hai.
uoo aap-koo saʀak dikhaaee-gii.

Jim: *bahot meherbaanii.*
kiaa māī aap-kee saath aa saktaa hūū?

Das: *xušii-see. aaoo čalēē.*

Jim: *māī aap-see mil-kar bahot xuš hūū.*
meeraa naam Potter *hai.*
māī amriikan sipaahii hūū,
māī šaher deekhnaa čaahᵉtaa hūū.
kiaa iahāā-see bahot duur hai?

Das: *iee meerii bahen hai.*

bahen: šaher-koo jaanee-kee liiee, eek ghanʇaa lagtaa hai.
leekin aap mooʇar-see jaa saklee hāī.
mooʇar-see sirf das minaʇ lagēē-gee.

Jim: *kiaa bahot paisaa lagtaa hai?*

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bahen: mujh-koo maaluum nahīī.
māī kabhii nahīī mooTar-see jaatii hūū.
leekin meeraa xiaal hai, kee bahot paisaa nahīī lagtaa.

Jim: *šukriiaa.*

bahen: kuch baat nahīī,
xudaa haafiz,

Record 8B, after 1st spiral.

2. Jim and his friend enter a store and address Mr. Das, the shopkeeper.

Jim: *maaf kiijiiee.*
ham-koo bahot uakt nahīī.
kiaa aap ham-koo, piinee-kaa paanii dee saktee hāī?

Das: *bahot xušii-see.*
leekin aap-koo kiaa takliif hai.

Jim: *hamaarii gaaRii, eek ghanTee-mēē jaaee-gii.*
aur išTeešan iahāā-see bahot duur hai.

Das: *meeraa xiaal hai kee aap bahot thakee hāī.*
thooRee paisee-kee liiee, aap meerii mooTar-see jaa saktee hāī.
aur māī aap-kee saath aaūū-gaa.

Jim: *ham-loog bahot paisaa nahīī dee saktee.*
kiaa doo rupaee Thiik hāī?

Das: *Thiik. thooRii deer Thairiiee.*
mooTar-see ham, das minaT-mēē išTeešan-koo aaēē-gee.

Record 8B, after 2nd spiral.

3. Das offers to show Jim the town.

Jim: *salaam janaab.*

Das: *salaam. janaab, kiaa aap ajnabii hāī?*

Jim: *māī sirf eek ghanTee-see šaher-mēē hūū.*

Das: *kiaa aap mašhuur jaghēē deekhnaa čaahʿtee hāī?*

Jim: *meherbaanii. kiaa uoo imaarat mandir hai?*

Das: *jii nahīī. uoo eek chooTii masjid hai.*

SECTION E—CONVERSATION

1. Covering the Hindustani of Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Hindustani expressions which correspond to the English in the *Basic Sentences*.

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3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. A meets B on the street. They greet each other, and A asks B where he is living now. B says he is living in the hotel Royal. A asks him where the hotel is, and B points it out to him; it is that high building on the bank of the river. A asks him whether he likes the hotel, and B answers that he does: the food is good and from the roof he can see the whole city. He thinks the city is very beautiful. A asks him whether his wife is here with him, and B answers that she is staying with his sister.
2. A halts B on the street. He begs his pardon and asks for directions. He says that he is an American sailor and that he doesn't speak Hindustani very well. B agrees to speak very slowly and asks what he can do for A. A asks him the way to the station. He says that his train will leave in nine minutes. B tells him that the station is not far. Just go straight ahead and he'll come there in three minutes. A thanks him, and they say goodbye.
3. A and B discuss their plans for the next weekend. A says that he'll go to the city on Sunday. He wants to see the sights. B asks him questions: how is he going to the city, by car or on foot; how much time does it take to go to the city; where will he eat; will he eat in the hotel, etc.
4. A enters a hotel and tells the clerk that he thinks his friend is living here. The clerk asks the friend's name and tells him to wait a little while—he'll see. He comes back with the answer that A's friend is living here, but he is not in at the moment, is there anything he can do for A? A says yes he wants to wash and asks where the toilet is. The clerk tells him the toilet is upstairs.

SECTION F—CONVERSATION (*Cont.*)

1. Conversation (Cont.)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

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FINDER LIST

a

aaoo — come on!
aasaanii (*-ii*) — the ease
aasaanii-see — easily
ajnabii — stranger

b

bazaar — market
budh (*-ii*) — Wednesday

č

čalnaa — to go, to move
čhat (*-ii*) — the roof

d

deenaa — to give
duur — far
duusraa — second; other

g

ghanTaa — hour

h

hamaaraa — our

i

imaarat (*-ii*) — building

j

jaghēē (*-ii*) — places, spots
jumaa — Friday
jumraat (*-ii*) — Thursday
juutaa — shoe, the pair of shoes

k

kaafii — enough, sufficient
kabhii — ever
kabhii nahīī — never
kinaaraa — the bank, the shore

l

lagnaa — to be used, to be applied
lifT — the elevator

m

mandir — temple
masjid (*-ii*) — mosque
mašhuur — famous
minaT — minute
mooTar (*-ii*) — automobile, bus

n

nadii (*-ii*) — the river
niičee — below, downstairs

p

pahᵉlee — first
paidal — on foot
paidal jaanaa — to walk
-par — on
puraanaa — old (of things)

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s

sab all, the whole
saniicar Saturday
saʀak (*-ii*) street
sirf only

š

šaher city, town

t

thakaa tired

u

uaapas back
uaapas aanaa to come back
utaarnaa to take off
ūūčaa high
uupar above, upstairs

z

ziaadaa more

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UNIT 5

IN THE STORE

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 9A, beginning.

In a store Jack is talking to the Shopkeeper, Mr. Das.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Jack:	
some food	*kuch khaanaa,*
to buy	*xariidnaa,*
I want to buy some food for a friend.	*maĩ eek doost-kee liiee, kuch khaanaa xariidnaa čaahᵉtaa hũũ.*
He's in the hospital.	*uoo aspataal-mẽẽ hãĩ.*
at you	*aap-kee paas,*
What have you got?	*aap-kee paas kiaa hai.*
Das:	
fruit of all kinds	*sab kisim-kee phal.*
We have all kinds of fruit today.	*aaj hamaaree paas, sab kisim-kee phal hãĩ.*
perhaps	*šaaed,*
the pomegranate	*anaar,*
Perhaps your friend likes pomegranates.	*šaaed aap-kee doost anaar pasand karẽẽ.*

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Jack:

fresh	*taazaa.*
Is the fruit fresh?	*kiaa phal taazee hāī?*
the heat *or* summer	*garmii,*
they get bad	*xaraab hootee hāī.*
I understand that in the summer fruit spoils very quickly.	*māī samajhtaa hūū, kee garmii-mēĕ phal, jaldii xaraab hootee hāī.*

Das:

always	*hameešaa.*
In this store the fruit is always fresh.	*is dukaan-mēĕ, phal hameešaa taazee hāī.*
every day	*rooz-rooz.*
the farmers	*kisaan-loog,*
the village	*gaaōō,*
to bring	*laanaa,*
Every day the farmers bring it from the village.	*rooz-rooz, kisaan-loog, uoo gaaōō-see laatee hāī.*

Jack:

near the city	*šaher-kee ķariib,*
Is the village near this city?	*kiaa gaaōō is šaher-kee ķariib hai?*

Das:

why	*kiōō.*
to ask	*puuchnaa,*
Why do you ask?	*aaṗ kiōō puuchtee hāī.*

Record 9B, beginning.

Jack:

because	*kiōō-kee,*
next week	*duusree haftee-mēĕ,*
Because my friend will come out of the hospital next week.	*kiōō-kee meeree doost, duusree haftee-mēĕ, aspataal-see aaĕĕ-gee.*

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And then he wants to go to the country with me.	*aur phir uoo meeree saath, gaaōō-koo jaanaa čaah^{e}tee hāī.*
Das: the father	*baap.*
Then you can stay with my father.	*too aap, meeree baap-kee saath rah^{e} saktee hāī.*
Jack:	
Is your father a farmer?	*kiaa aap-kee baap kisaan hāī?*
Das:	
No sir, but he has a hotel.	*jii nahīī janaab. leekin un-kee paas, hooтal hai.*
Jack:	
Good, perhaps we'll stay at his hotel.	*aččhaa. šaaed ham-loog un-kee hooтal-mēē rahēē.*
Jack: expensive	*māh^{e}gaa.*
Is this fruit very expensive?	*kiaa iee phal bahot māh^{e}gee hāī?*
Das: to take	*leenaa.*
No, for a pomegranate I only charge one anna.	*jii nahīī. anaar-kaa sirf, eek aanaa leetaa hūū.*
Jack: the dozen please give	*darjan,* *diijiiee.*
Give me a dozen then.	*too mujh-koo eek darjan diijiiee.*
Das:	
Yes sir.	*aččhaa janaab,*
anything else	*kuch aur?*
Do you want anything else?	*kiaa aap, kuch aur čaah^{e}tee hāī?*

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Jack	
other	*duusraa.*
to sell	*beečnaa.*
What other kinds of fruit do you sell?	*aap kis duusree kisim-kee phal beečtee hāī.*
Das:	
the watermelon	*tarbuuz,*
We have very good watermelons.	*hamaaree paas, bahot ačchee tarbuuz hāī.*
Jack:	
No oranges?	*kiaa kuch narangiiāā nahīī?*
Das:	
Not today sir.	*aaj nahīī janaab.*

Record 10A, beginning.

Jack:	
Too bad	*afsoos-kii baat.*
Then I'll just buy a dozen pomegranates and two watermelons.	*too māī, sirf eek darjan anaar, aur doo tarbuuz, xariidūū-gaa.*
to send	*bheejnaa.*
Can you send 'em?	*kiaa aap uoo bheej saktee hāī?*
Das:	
to whom	*kis-koo.*
Whom should I send 'em to?	*kis-koo bheejūū.*
To you or to your friend?	*aap-koo? iaa aap-kee doost-koo.*
Jack:	
Please send them to the hospital.	*aspataal-koo bheejiiee.*
Das:	
Certainly sir.	*zaruur janaab.*
Jack:	
Goodbye.	*salaam.*

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Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. Nasalization. When ˜ is written over a vowel symbol, you will find that the vowel sound is pronounced through the nose. Be careful to keep these sounds distinct from the ordinary vowels:

Record 10A, after 1st spiral.

Practice 1

p̃ãã̃č 'five'	*aap* 'you'
jaghẽẽ̃ 'places'	*baʀee* 'big ones'
nahĩĩ̃ 'not'	*kabhii* 'ever'
doonõõ̃ 'both'	*too* 'then'
gaaõõ̃ 'village'	*aaoo* 'come on!'
ũ̃ũ̃čaa 'high'	*duudh* 'milk'
hãĩ̃ 'are'	*hai* 'is'

Neither must these nasalized vowels be confused with ordinary vowels plus *n:*

Record 10A, after 2nd spiral.

Practice 2

kahãã̃ 'where?'	*dukaan* 'shop'
nahĩĩ̃ 'not'	*tiin* 'three'

Before a *g* or a *k*, however, a nasalized vowel may seem to blend into something like a very short "n" as in 'finger' or 'rank':

Record 10A, after 3rd spiral.

Practice 3

aaũ̃ũ̃ 'I might come'	*aaũ̃ũ̃-gaa* 'I shall come'
rahẽẽ̃ '(we) might stay'	*rahẽẽ̃-gee* '(we) shall stay'
kiõõ̃ 'why?'	*kiõõ̃-kee* 'because'

(Note: in words like *gaaõõ̃* 'village', *aaẽẽ̃-gee* '(we) shall come' you will often hear the entire vowel group spoken through the nose: *gããõõ̃*, *ããẽẽ̃-gee*.)

2. The *h*-sound. *h*, as you know, is strongly pronounced wherever you find it written. Compare the sound of the following words:

Record 10A, after 4th spiral.

Practice 4

mašhuur 'famous'	*xuubsuurat* 'beautiful'
saaheb 'gentleman'	*šaaed* 'perhaps'
sipaahii 'soldier'	*bhaaii* 'brother'
paʀhnaa 'to read, study'	*laʀkaa* 'boy'

At the end of a syllable and after a vowel, one hears a whispered vowel with the h. The *h* is here written h^e or h^o:

Record 10A, after 5th spiral.

Practice 5

aap kiaa čaah^{e}tee hãĩ̃ 'what do you want?'
čaah^{e}naa 'to want'
**bah^{o}teeraa* 'very much'

*This word is selected at this point for pronunciation practice only.

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A short *a* before h^e sounds much like the English vowel in "apple", "that".

Record 10A, after 6th spiral.

Practice 6

kiaa kah^{e}tee hāī 'what do you say?'
rah^{e}naa čaah^{e}taa hūū 'I want to stay'
pah^{e}lee 'first'

In the following words it is really the entire first syllable (including the *h*) that is spoken through the nose (*māh^ẽ*; *pāh^ã*). You can hear the "n"-glide immediately preceding the *g* of *māh^{e}gee*.

Record 10A, after 7th spiral.

Practice 7

māh^{e}gee 'expensive ones'
**pāh^{e}čaa* 'he arrived'.

Now go twice through the *Basic Sentences* individually, once with book open and once with book closed.

*This word is selected at this point for pronunciation practice only.

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. PLURAL OF MASCULINE *AA*-NOUNS.

*anD*aa 'egg'
*eek aan*aa 'one anna'
*meeraa laRk*aa *paRhtaa* hai 'my boy studies'
*pais*aa 'money, pice (coin)'

*anD*ee 'eggs'
*doo aan*ee 'two annas'
*uoo meeree laRk*ee hāī 'these are my boys'
*pais*ee 'money, pice (coins)'

Most masculine nouns in *-aa* change *-aa* to *-ee* for the PLURAL (meaning: "more than one thing"): *laRkaa* . . . hai vs. *laRkee* . . . hāī. For most of these words, the oblique case singular is, then, like the straight case plural: *anDee-par* 'on an egg', *anDee* 'eggs'.

All other masculine nouns have no special form for the straight plural: phal *taazee hāī* 'the fruit is (literally: the fruits are) fresh'; *ham-loog amriikan* sipaahii *hāī* 'we are American soldiers'.

B. *RUPIAA, RUPAEE.*

ham aap-koo doo rupaee dẽẽ-gee 'we'll give you two rupees'

The *-ee* forms of *rupiaa* (also *rupaiaa*) 'rupee' are: *rupaee* 'rupees', *eek rupaee-see* 'from one rupee'.

C. POLITE PLURAL

šaaed aap-kee doost anaar pasand karẽẽ 'perhaps your friend likes (literally: "like") pomegranates'

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iee saaheb kaun hāī 'who is (literally: "are") this gentleman'?
meeree doost duusree haftee-mēẽ aspataal-see aaẽẽ-gee 'my friend will come out of the hospital next week'
kiaa aap-kee baap kisaan hāī? 'is (literally: "are") your father a farmer'?

In POLITE USAGE many singular nouns, such as *doost* 'friend', *saaheb* 'gentleman', *baap* 'father', *bhaaii* 'brother' (if referring to an elder brother) are frequently used as if they were plurals, with plural adjectives and verbs.

D. OBLIQUE FORMS OF PRONOUNS.

1. *us-kaa daam* 'the price of that, its price'
us-kii čhat 'the roof of that, its roof'
aap un-koo jaantee hāī 'you know ("to") them'
un-kaa naam 'the name of those, their name'
un-kii dukaan 'the shop of them, their shop'
un-koo milnaa čaahᵉtee hāī '(we) want to meet ("to") those, to meet them'
in-see miliiee 'meet ("with") them'
in-kaa naam 'the name of these, their name'
kis-koo bheejūū 'to whom shall I send'

The pronouns *iee* 'this, these', *uoo* 'that, those', and *kaun* 'who, which?' when followed by a particle have special (oblique case) forms. Remember:

iee 'this'	*uoo* 'that'	*kaun* 'who?'
is-koo 'to this'	*us-koo* 'to that'	*kis-koo* 'to whom?'
iee 'these'	*uoo* 'those'	
in-koo 'to these'	*un-koo* 'to those'	

There is no distinction of gender for these words.

2. *is dukaan-mēẽ* 'in this shop'
is šaher-mēẽ 'in this city'
us šaher-kee karīib 'near that city'
kis kisim-kaa 'of which kind?'

iee, *uoo* and *kaun* may also be used as adjectives. In that case, they appear in the special oblique case forms when the noun to which they belong is followed by a particle.

E. "MY, OUR, HIS, HER, ITS, YOUR."

meeree bhaaii 'my brothers' (or: 'my brother' polite)
us-kee bhaaii 'the brother(s) of that, his or her brother(s)'
hamaarii gaarii 'our train'
in-kii gaarii 'the train of these, their train'
meerii čhat 'my roof'
us-kii čhat 'the roof of that, its roof'

For 'my (mine)' and 'our (ours)' Hindustani has the simple equivalents *meeraa* (*-ee*, *-ii*), *hamaaraa* (*-ee*, *-ii*). However, for 'his, her (hers), its', Hindustani speakers say something like 'of this, of that'; for 'their': 'of them'.

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Similarly, 'your (yours)' is *aap-kaa* (*-ee*, *-ii*), as for instance in *aap-kaa naam kiaa hai* 'what is your name'.

F. EXPRESSIONS FOLLOWING *-EE*, *-KEE*

hamaaree paas 'at us'
meeree saath 'with me'
aap-kee liiee 'for you'
aap-kee saath 'with you'
aap-kee paas 'at you'
un-kee paas 'at them'
aap-kee baaīī taraf 'to your left'
khaanee-kee liiee 'for food, for eating, in order to eat'
thooʀee paisee-kee liiee 'for a little money'
juutee-kee saath 'with your shoes'
doost-kee liiee 'for a friend'
šaher-kee ḳariib 'near the city'

If you have understood the parallelism between

meeree ghar-mēē 'in my house'
aap-kee ghar-mēē 'in your house'
doost-kee ghar-mēē 'in a friend's house',

you will have no trouble in understanding the above examples. The expressions

liiee 'for'
paas 'at'
saath 'together with'
ḳariib 'near'
baaīī taraf 'to the left'

have an adjective in *-ee* before them, just as though they were masculine oblique nouns. Compare *hamaaree liiee* '(for) our sake' with *hamaaree ghar-mēē* 'in our house', etc. (Note, of course, that *māī* and *ham* must not be followed by *-kee*, but that *hamaaree* and *meeree* are used instead.)

Note the English equivalent for *khaanee-kee liiee*, 'for eating, (in order) to eat'. Any other infinitive can be treated this way: *piinee-kee liiee* 'in order to drink', *dhoonee-kee liiee* 'in order to wash', *deekhnee-kee liiee* 'in order to see', *dikhaanee-kee liiee* 'in order to point out'.

Also note the English equivalent of *aap-kee paas kiaa hai* 'at you what is', i.e.: 'what do you have, what have you got'.

G. *AUR*.

kuch aur čaahᵉtee hāī? 'Do you want anything else?'

The word *aur* ordinarily means 'and', and when so used is not particularly stressed. The same word, however, is used in the meaning 'else, more' in such phrases as *kooii aur* 'someone else', *eek aur darjan* 'one more dozen', *kuch aur peešaa* 'some other trade'. In this case, *aur* is, of course, more strongly stressed.

2. Covering English and Hindustani of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Hindustani, and making sure you know everything thoroughly.

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3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud the following and pick out the expressions you think most suitable.

1. Your friend says he wants to buy some pomegranates:
- **a.** *māī kuch khaanaa xariidnaa čaahᵉtaa hūū.*
- **b.** *māī phal bahot pasand kartaa hūū.*
- **c.** *māī kuch anaar xariidnaa čaahᵉtaa hūū.*

2. You ask for whom?
- a. *kis-kee liiee.*
- b. *kis-kee paas.*
- c. *kis-kee saath.*

3. He says for his sister:
- a. *laʀkii-kee saath.*
- b. *bahen-kee liiee.*
- c. *biiuii-kee paas.*

4. He asks whether pomegranates are expensive:
- a. *kiaa anaar taazee hāī?*
- b. *kiaa anaar māhᵉgee hāī?*
- c. *kiaa anaar xaraab hāī?*

5. You ask him how much money he has:
- a. *aap-kee paas kitnaa paisaa hai.*
- b. *kiaa aap kuch paisaa čaahᵉtee hāī?*
- c. *aap-kee paas kiaa hai.*

6. He answers that he has enough money:
- a. *meeree paas kuch paisaa nahīī.*
- b. *meeree paas kaafii paisaa hai.*
- c. *meeree paas sirf doo aanee hāī.*

7. You say let's go:
- a. *kiaa aap jaanaa čaahᵉtee hāī?*
- b. *aap kab jaa saktee hāī.*
- c. *aaoo čalēē.*

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Here are some sentences with blanks in them. The English equivalent of the whole sentence is given; figure out what words should go in the blanks:

8. Can you see it?
kiaa aap uoo ------ saktee hāī?

9. Do you want to go?
kiaa aap ------ čaahᵉtee hāī?

10. My sister wants to come.
meerii bahen ------ ------ hai

11. I can send it.
māī uoo ------ saktaa hũũ

12. With whom do you live?
aap ------ -kee saathᵘ rahᵉtee hāī

13. For whom is this?
iee ------ -kee liiee hai

14. Will she come with you?
kiaa uoo aap-kee saath ------ ?

15. He will stay here.
uoo iahāā ------.

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up.

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat each conversation, if necessary; then take parts and carry on the conversation.

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Record 10B, beginning.

1. A wife in the hospital.

Jim: *aadaab-arz janaab.*
aap kaisee hãī.

Das: *meherbaanii. mãī bahot acchaa hũũ.*

Jim: *kiaa aap-kii biiuii bhii acchii hãī?*

Das: *jii nahĩĩ.*
uoo aspataal-mẽẽ hai.

Jim: *afsoos-kii baat.*
un-koo kiaa takliif hai.

Das: *mãī nahĩī jaantaa.*
leekin uoo eek haftee-see aspataal-mẽẽ hai.
mãī rooz-rooz, us-koo, taazee phal laataa hũũ.

Jim: *kiaa mãī un-kee liiee kuch kar saktaa hũũ?*
šaaed uoo kuch acchaa khaanaa pasand karẽẽ.
mãī un-koo, taazee anDee, aur duudh bheejũũ-gaa.

Das: *bahot meherbaanii janaab.*

Jim: *kiaa mãī aap-kii biiuii-koo deekh saktaa hũũ?*

Das: *aaj nahĩĩ.*
kiõõ-kee uoo bahot thakii hai.
leekin šaaed us-koo, duusree haftee-mẽẽ, mil saktee hai.

Record 10B, after 1st spiral.

2. The neighborhood grocery.

hamaaree ghar-kee kariib, phal-kii dukaan hai.
rooz-rooz, meerii bahen, is dukaan-mẽẽ, phal xariidtii hai.
phal bahot acchee hãī, aur mãhᶜgee nahĩī.
dukandaar-kee paas, sab kisim-kee phal hãī.
garmii-mẽẽ uoo bahot tarbuuz beechaa hai.
kiõõ-kee loog, tarbuuz khaanaa pasand kartee hãī.
leekin mãī anaar ziaadaa pasand kartaa hũũ.
too meerii bahen, rooz-rooz, eek darjan leetii hai.

Record 10B, after 2nd spiral.

3. Planning a trip to the country.

is garmii-mẽẽ, mãī aur meeree doost, gaaõõ-koo jaaẽẽ-gee.
ham jaldii iahãã-see jaaẽẽ-gee,
aur mooTar-see duusree šaher-koo jaaẽẽ-gee.
uahãã ham, kuch khaanaa xariidẽẽ-gee.
gaõõ us šaher-kee kariib hai.
aur mooTar-see sirf das minaT lagẽẽ-gee.
too ham giaaraa bajee gaõõ-mẽẽ aaẽẽ-gee.
us gaaõõ-mẽẽ, bahot kisaan rahᶜtee hãī.
un-kee paas bahot paisaa nahĩī.
leekin xušii-see uoo ham-koo taazee phal dẽẽ-gee.
mãī gaaõõ bahot pasand kartaa hũũ.

Record 10B, after 3rd spiral.

4. Jim asks Das to buy groceries.

Jim: *kiaa kuch khaanaa bazaar-see laa saktee hãī?*

Das: *kis kisim-kaa khaanaa xariidũũ.*

Jim: *iee too kuch baat nahĩī.*
kiaa anaar taazee hãī?

Das: *meeraa xiaal hai kee aaj nahĩī.*
mangal-koo kisaan-loog anaar nahĩī laatee.
leekin duusree kisim-kee phal hãī.

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SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences
(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in Hindustani whatever fits the situation, taking parts as you have done in previous units.

1. You go into a store to buy some eggs. Bargain about the price, tell the shopkeeper that it is too expensive and that you'll pay only so and so much. If you cannot come to an agreement, tell him that you'll go to some other store.

2. You go to visit your sister in the hospital. The attendant asks your name and your sister's name and wants to know why you want to see her. Tell him you are bringing her some food. The attendant tells you to wait: you can see your sister in an hour.

3. Two friends meet and ask each other about their families, about their health, their present occupation and where they're living now.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

a

afsoos	grief
afsoos-kii	a matter of
baat	grief, too bad!
anaar	pomegranate
aspataal	hospital
aur	else, more, other

b

baap	father
beeĉnaa	to buy
bheejnaa	to send

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darjan (*-ii*) dozen
diijiiee please give
duusraa another, second, next

gaaōō village, the country
garmii (*-ii*) heat, the summer

haftaa week
hameešaa always

-kee ķariib near . . .
-kee paas at . . . .
kiōō why?
kiōō-kee because
kis- see *Word Study*
kisaan farmer
kuč some, any; something, anything

ķariib near
ķisim kind, sort

laanaa to bring
leenaa to take
loog people

māh^{e}gaa expensive

narangiiāā (*-ii*) oranges

paas at
phal fruit
puučhnaa to ask

rooz day
rooz-rooz daily

šaaed perhaps

taazaa fresh (of food)
tarbuuz watermelon

xaraab bad
xariidnaa to buy

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UNIT 6

REVIEW

SECTION A—WHAT DO YOU KNOW IN HINDUSTANI?

To the Group Leader: This unit is intended to furnish the group with a thorough review of all the work done to date: understanding of vocabulary, use of vocabulary, and grammar. Pronunciation should be the object of attention whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

Section A is a true-and-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 40 on a sheet of paper. After hearing each statement in Hindustani the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the Hindustani they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or record will then read the Hindustani statement: "*doo aur čaar čhai hāī*" and will repeat the statement once more. Explain to the group that, since the meaning of this statement is: "Two and four are six" they should write a T after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in Hindustani is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so that the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the back of the Guide's manual you will find a list giving the correct answers (T or F) for the Hindustani items, together with the English translations. After the quiz is over, read to the group the correct answers, T or F for each item. The students are to check their papers. Find the average number of correct answers per student for your group and include your own answers. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct, needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the Hindustani expressions for which students had the wrong answer and give the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

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This unit provides several tests which will help you to make sure that you have thoroughly covered the work of the first five *Learning Units* of the course. They will show you what you may need to restudy or review.

Section A is a true-false quiz. After you have marked the numbers 1 to 40 on a sheet of paper, your Leader will have the Guide read, or will play the phonograph records containing a number of statements in Hindustani. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is USUALLY true or USUALLY false. Do not go into particular cases. If you think the statement is true, mark *T* opposite the number corresponding to the number of the sentences that has just been spoken. If you think it is false, mark *F* opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of practically all the work you have covered to date.

SECTION B—HOW WOULD YOU SAY IT?

(Individual Study)

Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. DO NOT WRITE ANYTHING DOWN, but say the Hindustani equivalents out loud and keep practicing them aloud until you have the Hindustani down so cold that when the English is fired at you point-blank you can fire the Hindustani right back without any hesitation.

I

1. Good morning, Sir. How are you?
2. I'm fine, thank you.
3. I don't understand.
4. Please speak slowly.
5. Excuse me, where is the railroad station?
6. Go to the left, and again to the left.

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7. The hotel is straight ahead.
8. I'd like to have cigarettes.
9. Would you like some food (= to eat)?
10. How much is that?

II

1. Where are you from?
2. Do you like America?
3. What is his name?
4. He understands Hindustani.
5. Can you come tomorrow?
6. When should I come?
7. Please wait here, Sir.
8. The gentleman is busy.
9. Don't bother!
10. Where is your family?

III

1. I think your name is Ram Lal.
2. My elder brother is in the army.
3. Where do you live now?
4. Can I meet you tomorrow?
5. I don't know; I don't think so.
6. He works on Sunday.
7. Do you know him?
8. What does he do (for a living)?
9. Tomorrow is Tuesday.
10. His sister is a pretty girl.

IV

1. The station is not very far from here.
2. I am a stranger.
3. For a little money, I'll show you the sights.
4. How much time does it take?
5. We might as well walk.
6. We have lots of time.
7. This is a temple or a mosque.
8. The roof is very high.
9. My friend is tired.
10. We'll come downstairs soon.

V

1. I want to buy some milk.
2. I am in the hospital.
3. We have all kinds of food.
4. Is it fresh?
5. It spoils quickly.
6. Perhaps the farmers will come.
7. Why should I ask?
8. My friend will go to the country with me.
9. This is expensive.
10. Do you sell oranges?

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SECTION C—HOW DID YOU SAY IT?

To the Group Leader: Simply follow the directions given below.

This Section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Leader will call on members of the group (but not in any fixed order) to speak the Hindustani equivalents of the English sentences given in Section B. The work must be kept moving rapidly, and interest should never lag. If the Guide is present he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned.

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

(Individual Study)

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down, but have everything well fixed in your mind, and ready to speak in the next group meeting.

I

1. There is a hotel over there, to the right of the mosque.
2. The milk is good today.
3. The shop is not over there; it is straight ahead.
4. What day is today?
5. I would like to have ten cigarettes.
6. The eggs are very expensive.
7. Would you like to have this or that?
8. I'd like to have that [one].
9. Do you like to eat meat?
10. The food is bad here.

II

1. What is your name?
2. He speaks Hindustani.
3. But he speaks it slowly.
4. Please speak Hindustani; I can understand.
5. Where should I go?
6. Come with me, by all means.

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7. Is tomorrow all right?
8. Come in. I'm delighted.
9. I am pleased to meet you.
10. I am going to study in America.

III

1. I think he is here.
2. Do you know his name?
3. They are sailors and soldiers.
4. I'd like to see the shopkeeper.
5. The shopkeeper is busy, Sir.
6. Tomorrow he is going to work in the store.
7. My younger brother lives with a friend.
8. My friends like to walk a lot.
9. My brother likes it, too.
10. But he also likes to study.

IV

1. I'd like to show you the town.
2. It will take little time.
3. How much will you give me?
4. How far does the bus go?
5. Don't walk; it's too far, Sir.
6. We have enough money, I think.
7. Please give me the money first, Sir.
8. There is no elevator in the building.
9. The elevator is downstairs.
10. Shall I walk down?

V

1. Shall I sell it, or buy more?
2. They bring fruit and eggs from the country.
3. Their fruit is poor (bad) and very expensive.
4. They charge a lot of money.
5. Shall I send it to the hotel or the hospital?
6. What is your friend's name?
7. Will you pay (= give the money) right away, Sir?
8. Send it right away.
9. I am going to take the oranges.
10. When is he going to come out of the hospital?

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SECTION E—HOW DID YOU SAY IT? (*Cont.*)

To the Group Leader: Simply follow the directions given below.

As in Section C, the Leader will go around the group and ask various members to supply (with books closed) the Hindustani equivalents for the sentences given in Section D. If the Guide is present, he will listen and correct pronunciation and expressions.

This section is intended to give you a check on your understanding of the way the language is built and functions.

SECTION F—LISTENING IN (QUESTIONS)

To the Group Leader: Following are sets of questions on short conversations which are to be read by the Guide or the phonograph records. Have the Guide read (or play on the record) each conversation through twice. Then have the students answer the questions listed below for the particular conversation. The answer should of course be given in Hindustani, using complete Hindustani sentences. You will find the conversations as well as the correct answers in the Guide's Manual.

Listen to the Guide or the phonograph record as each one of the conversations is read. It will be repeated twice, so listen carefully the second time for anything you didn't catch the first time through. Then be prepared to answer in Hindustani, on the particular conversation, the questions listed below. If you cannot do this without hesitation you need to review the previous *Listening In's*.

Record 12A, beginning.

1. *"Do you want to stay in India?"*
   1. Where does the conversation take place?
   2. Where is Mary from?
   3. Does she have to leave?
   4. What would she like to do?
   5. Why?

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6. How does Mr. Das feel about it?
7. Does Mary want to come back?
8. Does Mr. Das want to leave?

Record 12A, after 1st spiral.

2. *"Where do you work?"*

1. Where does the conversation take place?
2. Does Jim say what he does for a living?
3. Is Mr. Das engaging in his ordinary profession?
4. Does he work for himself?
5. Where does his father live?
6. Does his father own anything?
7. What does Jim do for a living?

Record 12A, after 2nd spiral.

3. *"When can I meet you for dinner?"*

1. Where does the conversation take place?
2. Does Jim want to see Mr. Das again?
3. Does Mr. Das want to see Jim again?
4. What are Mr. Das' plans?
5. What do they finally decide to do?
6. Where does Mr. Das live?
7. What does Jim want to talk about to Mr. Das?

Record 12A, after 3rd spiral.

4. *"Do you know Dick Miller?"*

1. Who is Dick Miller?
2. Do both Jim and Mr Das know him?
3. Where is he now?
4. Does he live in the city where the conversation takes place?
5. Where do Jim and Mr. Das go after their conversation?
6. Since when has Dick Miller been at his present location?
7. Why does Mr. Das want to accompany Jim?

Record 12A, after 4th spiral.

5. *"Jim gets lost in his car."*

1. Where does he want to go?
2. Can Mr. Das help him?
3. Where do the two men meet?
4. Why is Jim in a hurry?
5. Does he have to turn his car around?
6. Where is the hospital located?
7. What kind of a hospital is it?
8. What is it like?

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Record 12B, beginning.

6. *"Charlie's family and the war."*

1. Who is telling the story?
2. What does Charlie do for a living?
3. How many brothers does he mention?
4. Are any of his relatives in India?
5. What do his sisters do for the war?
6. Where will he be two months hence?
7. What does he say about his father?
8. Where is his mother?

Record 12B, after 1st spiral.

7. *"Das is looking for a job."*

1. Is Jim looking for help?
2. Does Jim know Mr. Das?
3. What is Mr. Das' line?
4. Will Jim be able to help him at any time?
5. Does Jim have a brother?
6. What is wrong with Jim's car?

Record 12B, after 2nd spiral.

8. *"Bargaining."*

1. Where does the conversation take place?
2. What does Mr. Das do for a living?
3. What does Jim want?
4. Why does Mr. Das ask so much money?
5. How many kinds of eggs are there for sale?
6. How much does Mr. Das ask for six eggs?
7. Why should Jim come back the next day?
8. Does he want to come back?
9. Are there other shops in town?

Record 12B, after 3rd spiral.

9. *"Jim goes to see Mr. Das at his house."*

1. Does Husein know Mr. Das?
2. Could the conversation take place at two p.m.?
3. Is Mr. Das ill?
4. How long is he going to stay in the hospital?
5. Does Jim want to wait for Mr. Das' return?
6. When does Husein say Mr. Das will be back?

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SECTION G—CONVERSATION REVIEW

Hold a series of conversations, from one to two minutes each, on as many of the topics which have been developed in Units 1-6 as you can, combining and varying them as you wish. All members of the group should have a chance to take part.

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PART TWO

UNIT 7

AN EVENING OUT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Paul tells Das about his plans for the evening.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Record 13A. beginning.	
Paul:	
the night	*raat,*
the entertainment	*tamaašaa.*
I'm going to town tonight to see a show.	*aaj raat-mẽẽ māī kuch tamaašaa deekhnee-kee liiee, šaher-koo jaaũũ-gaa.*
Do you want to come with me?	*kiaa aap meeree saath aanaa čaah^{e}tee hãī?*
Das:	
[yesterday	*kal*][1]
the evening	*šaam.*
was	*thaa.*
Thank you very much, but I was in town last night.	*bahot meherbaanii. leekin māī, kal šaam-koo šaher-mẽẽ thaa.*

[1]Not on record.

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Paul:

alone — *akeelaa.*
were — *thee.*
Were you alone? — *kiaa aap akeelee thee?*

Das:

were — *thīī*
No, my two sisters were with me. — *jii nahīī meerii doo bahᵉnēē meeree saath thīī.*

Who'll you go with? — *aap kis-kee saath jaaēē-gee.*

Paul:

My girl friend'll go with me. — *meerii doost meeree saath jaaee-gii.*

ill — *biimaar.*
was — *thii.*
She was very sick, but today she's well [again]. — *uoo bahot biimaar thii, leekin aaj aччhii hai.*

therefore — *is liiee,*
And so we want to see a show. — *aur is liiee ham-loog, kučh tamaasaa deekhnaa čaahᵉtee hāī.*

Das:

What show'll you go to? — *kis tamaašee-mēē jaaēē-gee.*

Paul:

the puppet — *putlii.*
interesting — *mazeedaar.*
I think the puppet-show's very interesting. — *meeraa xiaal hai kee putlii-kaa tamaašaa bahot mazeedaar hai.*

Das:

the music — *gaanaa bajaanaa,*
All girls like music. — *sab laʀkiiāā gaanaa bajaanaa pasand kartii hāī.*

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the theater	*naaTak.*
the movie	*sinamaa.*
Why not go to a theater or a movie?	(1) *too naaTak iaa sinamaa deekhēē?*
	(2) *too naaTak iaa sinamaa deekhēē.*

Record 13B, beginning.

Paul:	
to begin	*šuruu hoonaa,*
When does the movie begin?	*sinamaa kab šuruu hooTaa hai.*
Das:	
Ask my younger brother.	*meeree čhooTee bhaaii-see puučhiiee.*
doubtless	*beešak.*
to tell	*bataanaa.*
He can certainly tell you.	*uoo beešak aap-koo bataa saktaa hai.*
Paul:	
Why?	*kiōō,*
the movie	*baaeskoop,*
Does he like movies very much?	*kiaa uoo baaeskoop, bahot pasand kartaa hai?*
Das:	
the morning	*subaa.*
the afternoon	*doo paher.*
Yes, he wants to go to the movies in the morning, afternoon, and evening.	*jii hāā uoo subaa, doo paher, aur šaam-koo baaeskoop, jaanaa čaahᵗaa hai.*
Paul:	
I'll ask him then.	*too māī us-see puučhūū-gaa.*

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Paul:

after the movie
What restaurant should we eat in after the movie?

sinamee-kee baad,
sinamee-kee baad, ham-loog, kis khaanee-kii dukaan-mēē khaaēē.

Das:

All the restaurants in this city are good.

(1) *is šaher-mēē sab khaanee-kii dukaanēē aččhii hāī,*
(2) *is šaher-mēē sab khaanee-kii dukaanēē aččhii hāī.*

before going

to get a haircut
it is necessary
But before you go to town you should get a haircut.

(1) *jaanee-kee pahᶜlee.*
(2) *jaanee-kee pahᶜlee,*
baal kaтaanaa.
čaahiiee.
leekin šaher-koo jaanee-kee pahᶜlee, aap-koo baal kaтaanaa čaahiiee.

Paul:

Where should I go for a haircut?

1) *baal kaтaanee-kee liiee māī kahāā jaaūū;*
2) *baal kaтaanee-keè liiee māī kahāā jaaūū.*

Das:

The barbershop's to your right.

baal kaтaanee-kii dukaan, aap-kee dahᶜnii taraf hai.

Afterwards I'll go to town with you.

us-kee baad, māī aap-kee saath šaher-koo jaaūū-gaa.

the thing
I have to buy a few things.

čiiz.
mujh-koo kuch čiizēē xariidnaa čaahiiee.

Paul:

Fine, let's go!

aččhaa. aaoo čalēē.

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Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

1. Vowel sequences. You have heard enough instances of simple (short) and double (long) vowels. They are not particularly difficult to pronounce if you listen closely to the Guide or phonograph, and look up the descriptions in the *Hints on Pronunciation* in Unit 1. Always remember that double vowels in the middle of a word take about twice as long to say as simple vowels, which are extremely short.

Frequently, we find combinations of different vowels. If *i-* and *u-* precede another vowel, they are run together with it to form one syllable. *i-* before another vowel, then, sounds much like the English "y" in "yield" or "yawn". *u-* before another vowel is most often like the "w" in "wood" or "wax;" but often the lips aren't rounded at all. (With many Hindustani speakers both the *i-* and the *u-* before vowels are accompanied by much more fiction, so that the *i-* sounds almost like the "s" in "leisure" and the *u-* like the "v" in "very". Listen to your Guide and imitate his particular pronunciation.)

Record 14A, beginning.

Practice 1

iee 'this, he, she, it, these, they'
iahāā 'here'
uoo 'that, he, she, it, those, they'
uahāā 'there'
kiaa 'what?'
kiōō 'why?'
ziaadaa 'more'
ituaar 'Sunday'

An *ii-*, on the other hand, is kept apart from a following vowel; it makes up a syllable by itself.

Record 14A, after 1st spiral.

Practice 2

šukriiaa 'thank you'
jaaiiee 'please go'
Thairiiee 'please wait'
narangiiāā 'oranges'

ai is always ONE syllable. It starts out with a vowel like the "a" in English "apple" and blends into something like the "e" in "egg". (Some speakers pronounce *ai* like a prolonged "a" in "apple".)

Record 14A, after 2nd spiral.

Practice 3

hai 'is'
**rupaiaa* 'rupee' (some speakers say *rupiaa* in two syllables instead of three)
māī 'I'
paisaa 'money'

ai must be kept apart carefully from the combinations *aaii*, *aae* which start with a LONG *aa*-vowel. Contrast the following:

*On the record the speaker says *rupiaa*, not *rupaiaa*.

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Record 14A, after 3rd spiral.

Practice 4

hai 'is'	*bhaaii* 'brother'	*baaeskoop* 'movie'
hāī 'are'	*baaīī taraf* 'to the left'	*šaaed* 'perhaps'

au is always ONE syllable. It starts out with something like the "u" in "ugly" and blends into the "au" of "caught". (Some Hindustani speakers pronounce *au* like a prolonged "au" in "caught".)

Record 14A, after 4th spiral.

Practice 5

nau 'nine' *kaun* 'who, which?'
fauran 'immediately'

This *au* must be kept distinct from *aaoo* and *aauu* which start in with a LONG *aa*. Compare the following:

Record 14A, after 5th spiral.

Practice 6

sau 'hundred' *aaoo* 'come on'
gaaōō 'the village' *aaūū* 'I may come'

2. The *r*-sound. Remember that *r* is always a full, rolled consonant sound. You must be especially careful to pronounce it at the end of a syllable or word and to keep preceding short vowels short and long vowels long. Compare the following:

Record 14A, after 6th spiral.

Practice 7

ghar 'house'	*čaar* 'four'
andar 'inside'	*anaar* 'pomegranate'
meherbaanii 'thank you'	*deer* 'the while'
mandir 'temple'	*duur* 'far'
	aur 'and'

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. PLURAL OF FEMININE NOUNS IN *-ẼẼ* AND *-ÃÃ*.

1. *sab khaanee-kii dukaanẽẽ ačchii hāī* "all the restaurants are good."
   kuch čiizẽẽ "some things"
2. *meerii doo bahᵉnẽẽ* "my two sisters"
3. *kuch narangiiāā nahīī* "no oranges"
   sab laʀkiiāā gaanaa bajaana pasand kartii hāī "All girls like music."

1. The PLURAL OF FEMININE nouns is expressed by adding the ending *-ẽẽ*

dukaan 'shop'	:	*dukaanẽẽ* 'shops'
čiiz 'thing'	:	*čiizẽẽ* 'things'

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fauj 'army' : *faujēē* 'armies'
čhat 'roof' : *čhatēē* 'roofs'
masjid 'mosque' : *masjidēē* 'mosques'
mooTar 'automobile' : *mooTarēē* 'automobiles'

2. When the feminine noun ends in a vowel plus a short consonant plus a short vowel plus a short consonant (which we may symbolize: . . . VCVC) the second short vowel may be dropped, and one syllable lost, before *-ēē* (. . . VCC*ēē*):

saRak 'street' : *saRkēē* 'street'
imaarat 'building' : *imaartēē* 'buildings'

In the case of *bahen* 'sister' and other words having *-he-* in them, the same loss of a syllable takes place, only that the *e* remains as the "whispered" ᵉ which "colors" the *h*:

bahen "sister" : *bahᵉnēē* "sisters"

3. FEMININE nouns ending in *-ii* add *-āā* more often than *-ēē* for their plural form:

laRkii 'girl' : *laRkiiāā* 'girls'
nadii 'river' : *nadiiāā* 'rivers'
narangii 'orange' : *narangiiāā* 'oranges'

(Contrast: *baRaa* (masculine) *sipaahii* 'big soldier' : *baRee sipaahii* 'big soldiers'
baRii (feminine) *nadii* 'big river' : *baRii nadiiāā* 'big rivers')

B. "WAS, WERE."

māī šaher-mee thaa 'I was in town'
uoo bahot biimaar thii 'She was very ill.'
kiaa aap akeelee thee? 'Were you alone?'
meerii doo bahᵉnēē meeree saath thīī 'my two sisters were with me'

thaa and *thii* mean 'was' (SINGULAR)
thee and *thīī* mean 'were' (PLURAL)

thaa 'was' and *thee* 'were' are used with reference to masculine nouns or with pronouns unless they refer to female persons.

thii 'was' and *thīī* 'were' are used with reference to feminine nouns, or, if there is no noun mentioned explicitly, referring to female persons.

Thus, a woman would say: *maī šaher-mēē thii* "I was in the city." Furthermore:

uoo bahot biimaar thaa "he was very ill."
uoo bahot biimaar thee "they were very ill"
uoo bahot biimaar thīī "they (women) were very ill"
kiaa aap akeelii thīī? "were you (woman or women spoken to) alone?"
meeree doo bhaaii meeree saath thee "My two brothers were with me."

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C. THE OBLIQUES, *MUJH-* '. . . ME', AND *HAM-* '. . . US'.

mujh-koo maaluum nahīī 'TO ME it is not apparent, i.e.: I don't know'
mujh-koo uaḳt nahīī 'TO ME time is not, i.e. I have no time'
mujh-koo eek darjan diijiiee 'please give (TO) ME a dozen'
ham-koo bahot uaḳt nahīī 'TO US much time is not, i.e. we haven't much time'

The oblique case form of *māī* 'I' is *mujh-* '. . . me' as in *mujh-koo* 'to me', *mujh-see* 'from, with me', *mujh-par* 'on me'.

ham 'we, us' does not change its form before particles: *ham-koo* 'to us', *ham-par* 'upon us'.

These two forms are NEVER found before *-kaa* (*-kee*, *-kii*); see the *Word Study*, Comment E, in Unit 5. Compare:

bhaaii-koo 'to the brother'	*bhaaii-kii mooTar* 'the brother's car'
aap-koo 'to you'	*aap-kii mooTar* 'your car'
us-koo 'to that, him, her, it'	*us-kii mooTar* 'his, her, its car'
mujh-koo 'to me'	*meerii mooTar* 'my car'
ham-koo 'to us'	*hamaarii mooTar* 'our car'

D. "THIS, THAT, HIS, HER, ITS, THEIR."

This is only a rearrangement of things you already know. You must make sure, however, not only to be able to make out what the examples mean, but to be COMPLETELY sure of their use.

uoo ghar 'that house'	*iee ghar* 'this house'
us-kaa ghar 'his, her house'	*is-kaa ghar* 'his, her house'
un-kaa ghar 'their house'	*in-kaa ghar* 'their house'
uoo ghar 'those houses'	*iee ghar* 'these houses'
us-kee ghar 'his, her houses'	*is-kee ghar* 'his, her houses'
un-kee ghar 'their houses'	*in-kee ghar* 'their houses'
uoo juutaa 'that shoe'	*iee juutaa* 'this shoe'
us-kaa juutaa 'his, her shoe'	*is-kaa juutaa* 'his, her shoe'
un-kaa juutaa 'their shoe'	*in-kaa juutaa* 'their shoe'
uoo juutee 'those (pairs of) shoes'	*iee juutee* 'these (pairs of) shoes'
us-kee juutee 'his, her shoes'	*is-kee juutee* 'his, her shoes'
un-kee juutee 'their shoes'	*in-kee juutee* 'their shoes'
uoo bahen 'that sister'	*iee bahen* 'this sister'
us-kii bahen 'his, her sister'	*is-kii bahen* 'his, her sister'
un-kii bahen 'their sister'	*in-kii bahen* 'their sister'
uoo bahʿnēē 'those sisters'	*iee bahʿnēē* 'these sisters'
us-kii bahʿnēē 'his, her sisters'	*is-kii bahʿnēē* 'his, her sisters'
un-kii bahʿnēē 'their sisters'	*in-kii bahʿnēē* 'their sisters'

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E. POLITE COMMAND FORM.

1. *phir booliiee* 'please speak again'
   phir aaiiee 'please come again'
   aspataal-koo bheejiiee 'please send (them) to the hospital'
2. *maaf kiijiiee* 'please "make [it] excused," please excuse me'
   eek darjan diijiiee 'please give me one dozen'

1. When you tell a person POLITELY what he or she SHOULD do, you use the stem of the verb with the ending *-iiee*. Remember that this ending is always pronounced as two syllables.

2. Remember the two irregular forms in *-iiee*:
   kiij*iiee* 'please do' (which goes with kar*naa* 'to do', kar *saktaa hūū* 'I can do', kar*taa hūū* 'I do').
   diij*iiee* 'please give'

2. Covering English and Hindustani of Word Study
(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences
(Individual Study)

Go through the Basic Sentences, covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What would you Say? (Individual Study)

Read aloud each of the following and then pick out the expressions you think most suitable:

1. Your friend asks you whether you want to see a show:
   a. *kiaa aap kuch tamaašaa deekhnaa čaahᵉtee hāī?*
   b. *kiaa aap kuch tamaašaa dikhaanaa čaahᵉtee hāī?*
   c. *tamaašaa deekhnee-kee liiee kitnaa paisaa lagtaa hai.*

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2. You say all your sisters are ill:
a. *meerii sab bahᵉnēē beešak ghar-mēē hāī.*
b. *sab laʀkiiāā naaʀak pasand kartii hāī.*
c. *meerii sab bahᵉnēē bimaar hāī.*

3. You say that you therefore should stay at home:
a. *māī us-kee liiee kiaa kar saktaa hūū.*
b. *too māī niičee rahūū-gaa.*
c. *is liiee mujh-koo ghar-mēē rahᵉnaa čaahiiee.*

4. But you can go to town tomorrow afternoon:
a. *leekin kal subaa-mēē māī gaaōō-koo jaaūū-gaa.*
b. *leekin kal doo paher-mēē māī šaher-koo jaa saktaa hūū.*
c. *kal šaam-koo māī šaher-mēē thaa.*

5. He asks whether you will go to the movies with him:
a. *kiaa aap meeree saath sinamee-koo jaēē-gee?*
b. *too sinamaa deekhēē?*
c. *baaeskoop meeree ghar-see bahot duur nahīī.*

6. You refuse, because you want to return early:
a. *jii nahīī. māī uahāā rahᵉ nahīī saktaa.*
b. *jii nahīī. māī jaldii uaapas aanaa čaahᵉtaa hūū.*
c. *jii nahīī. māī jaldii uaapas aaūū-gaa.*

Here are some more sentences with blanks for you to fill in:

7. My sister was ill
meerii bahen biimaar ------.

8. He was alone
uoo akeelaa ------.

9. Were you happy?
kiaa aap xuš ------?

10. His sisters were in town
us-kii bahᵉnēē šaher-mēē ------.

11. In this city are many famous buildings
is šaher-mēē bahot mašhuur ------ hāī.

12. Five girls live here
pāāč ------ iahāā rahᵉtii hāī.

Read the following questions aloud and be ready to speak out the answer to each one. Make your answers brief and to the point.

13. *aap-kaa naam kiaa hai.*

14. *kiaa aap-kee baal-baččee iahāā rahᵉtee hāī?*

15. *aap-kee doost-kaa peešaa kiaa hai.*

16. *kiaa aap sinamaa pasand kartee hāī?*

17. *aaj kaun din hai.*

18. *aap kab šaher-koo jaatee hāī.*

19. *isʀeešan-koo jaanee-kee liiee, kitnaa uakt lagtaa hai.*

20. *kiaa aap sigreʀ piinaa čaahᵉtee hāī?*

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SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding sections, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat each conversation if necessary, then take parts and carry on the conversation.

LISTENING IN

Record 14A, after 7th spiral.

1. Jim comes to Mr. Das' home.

Jim: *māī kuch čiizēē xariidnee-kee liiee, šaher-koo jaataa hūū.*

kiaa māī aap-kee liiee kuch kar saktaa hūū?

Das: *mujh-koo baal kaTaanaa čaahiiee.*
kiaa māī aap-kee saath aa saktaa hūū?

Jim: *xušii-see.*
meerii mooTar-see šaher-koo jaanee-kee liiee, sirf eek ghanTaa lagtaa hai.

aur ham aasaanii-see raat-kee pahᵉlee, uaapas aa saktee hāī.

Das: *ačchaa.*
šaaed ham-loog baal kaTaanee-kee baad, kuch tamaašaa deekh saktee hāī.

Jim: *meeraa xiaal nahīī.*
mujh-koo bahot uaķt nahīī.
mujh-koo šaam-kee pahᵉlee uaapas aanaa čaahiiee.
meerii čhooTii laRkii kuch biimaar thii.

Das: *afsoos-kii baat.*
kiaa uoo abhii ačchii hootii hai?

Jim: *jii hāā.*
leekin us-koo bahot duudh piinaa, aur taazee phal khaanaa čaahiiee.

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Record 14B, beginning.

Listening In (*Cont.*)

is liiee, māī narangiiāā xariidnee-koo, šaher jaataa hūū.

Das: *too fauran čalēē.*

Record 14B, after 1st spiral.

2. Jim addresses a stranger on the street.

Jim: *maaf kiijiiee.*
kiaa aap is šaher-koo jaantee hāī?

Aziz: *jii hāā.*
māī iahēē rahᵉtaa hūū.
kiaa aap ajnabii hāī?

Jim: *māī aur meeree doost amriikan sipaahii hāī.*
ham-loog kuch tamaašaa deekhnaa čaahᵉtee hāī.
kiaa aap ham-koo tamaašaa dikhaa saktee hāī?

Aziz: *saaed aap gaanaa bajaanaa pasand karēē.*
too sinamaa deekhēē.
uoo bahot mazeedar hai.

Jim: *ham sinamaa amriikaa-mēē deekh saktee hāī.*
kiaa kuch hindustaanii tamaašaa nahīī?

Aziz: *jii hāā; putlii-kaa tamaašaa, iaa naaтak.*

Jim: *putlii-kaa tamaašaa kab šuruu hootaa hai.*

Aziz: *māī nahīī jaantaa.*
un saaheb-see puuchiiee.
uoo putlii-kee tamaašee-kaa kaam kartee hāī,
aur aap-koo bataa saktee hāī.

Record 14B, after 2nd spiral.

3. Jim is paying Mr. Aziz a visit.

Jim: *kiaa aap kal bazaar-mēē thee?*

Aziz: *jii nahīī. māī kal kuch biimaar thaa.*
aur is liiee ghar-mēē thaa.
leekin meerii laʀkii bazaar-mēē thii.
aap kiōō puuchtee hāī.

Jim: *māī deekhtaa hūū kee aap-kee paas, taazii narangiiāā hāī.*
aur narangiiāā sirf bazaar-mēē beečtee hāī.
kiaa aap mujh-koo biiuii-kee liiee,
doo liin narangiiāā beeč saktee hāī?
us-koo narangiiāā khaanaa čaahiiee.

Aziz: *māī aap-koo narangiiāā beečnaa nahīī čaahᵉtaa.*
leekin māī xušii-see aap-koo kuch dee saktaa hūū
kiaa aap-kii biiuii bhii biimaar hai?

Jim: *jii hāā.*
uoo kuch biimaar hai.

Aziz: *kiaa uoo abhii ghar-mēē akeelii hai?*

Jim: *abhii meerii bahen us-kee saath hai.*
leekin uoo kal subaa-koo jaaee-gii.

Aziz: *too māī, ghar-kaa kaam karnee-kee liiee,*
kal subaa, māī laʀkii-koo bheejūū-gaa.

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SECTION E—CONVERSATION

1. Cover the Hindustani in Basic Sentences
(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Paul invites Mr. Das to come with him to the city to buy some things. Mr. Das says no, he has to stay home. His wife has been ill in the hospital. Now she is home, but she cannot do the work of the house yet, therefore he cannot go with Paul. Paul says that that is too bad, and asks whether there is anything he can do for Mr. Das. Mr. Das asks him to buy a few things for them in the city. Paul says he'll bring the things that evening.

2. A man goes into a store to buy some fresh pomegranates. The shopkeeper tells him they had some pomegranates that morning, but now he doesn't have any. It is too late. But tomorrow morning the farmers will bring him some fresh fruit. The man asks him to send the pomegranates tomorrow morning before 12, gives him directions where to send them. They agree on a price.

3. A friend introduces Paul to his sister. They talk for a while, and it turns out that Paul knows her friend, who is studying in college in America. Finally, he asks her for a date, dinner and a movie. They agree on a day and on the kind of entertainment they want to see.

4. Paul and his friend go to town to see some of the sights. They ask the way to a famous temple. When they get there they ask somebody whether they can go inside, and he answers that they can, but they should take their shoes off before going in. After they've seen the temple they go somewhere for a meal.

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SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

a

akeelaa — alone

b

baad — after
baaeskoop — movie
baal (plural) — the hair
bajaanaa — to play (an instrument)
bataanaa — to tell
beešak — doubtless
biimaar — ill, sick

č

čaahiiee — it is necessary
čiiz (*-ii*) — thing

d

doo paher — afternoon

g

gaanaa — to sing
gaanaa bajaanaa — singing and playing, music

i

is liiee — therefore

k

kal — yesterday, tomorrow
kaTaanaa — to have cut
-kee baad — after . . .
-kee pahᶜlee — before . . .

m

mazeedaar — tasty, interesting

n

naaTak — theater

p

paher — see *doo paher*
pahᶜlee — before
putlii (*-ii*) — puppet

r

raat (*-ii*) — the night, the evening

s

sinamaa — movie
subaa (*-ii*) — morning

š

šaam (*-ii*) — evening
šuruu hoonaa — to begin

t

tamaašaa — entertainment
thaa — was
thee — were
thii — was
thīī — were

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UNIT 8

FAMILY

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 15A, beginning.

Aziz and Paul exchange news about their families. Aziz invites Paul for dinner.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Aziz:	
the parents	*uaaldain,*
How are your parents?	*aap-kee uaaldain kaisee hãĩ.*
Paul:	
the mother	*mãã.*
now	*ab.*
to seem	*dikhnaa,*
My mother hasn't been very well, but she seems better.	*meerii mãã kuch biimaar thiĩ. leekin ab acchii dikhtii hãĩ.*
I hope	*mujh-koo ummiid hai,*
the parents	*mãã-baap,*
I hope that your parents are all right, (too).	*mujh-koo ummiid hai kee aap-kee mãã-baap bhii acchee hãĩ.*
Aziz:	
They're well.	*uoo acchee hãĩ.*

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new
We're living in a new house now.

naiaa.
ham abhii naee gn̄ar-mẽẽ rah^{e}tee hãĩ.

I'll be glad to show it to you.

mãĩ xušii-xušii aap-koo dikhaaũũ-gaa.

the child
Perhaps you and your children'll come to dinner tomorrow night.

baččaa,
šaaed aap, kal raat-koo, baččõõ-kee[1] saath, khaanee-kee liiee aaẽẽ.

Paul:
the day
married
I haven't any children, because I've only been married a short time.

din,
šaadii-šudaa,
meeree baččee nahĩĩ kiõõ-kee mãĩ, sirf thooʀee din-see šaadii-šudaa hũũ.

But my wife and I'd be glad to come.

leekin meerii biiuii, aur mãĩ, xušii-see aaũũ-gaa.

any
Have you got any children?

kooii,
kiaa aap-kee kooii baččee hãĩ?

Aziz:
the daughter
I have two daughters.

beeʀii,
meerii doo beeʀiiãã hãĩ.

Paul:
the age
How old are they?

umar,
un-kii umar kiaa hai.

Aziz:
fifteen
the year
One is (lit.: of) seven and the other's fifteen.

pandraa,
baras.
eek saat baras-kii hai, aur duusrii pandraa baras-kii.

[1]The record has *baččee-kee* by mistake.

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Record 15B, beginning.

Paul:	
Does anyone else live with you?	*kiaa kooii aur aap-kee saath rahᶜtaa hai?*
Aziz:	
the husband	(1) *xaauind* (2) *xāāuind*[1]
Yes, my sister and her husband.	*iii hāā. meerii bahen, aur us-kaa xāāuind.*
poor	*gariib,*
the man	*aadmii.*
the factory	*kaarxaanaa,*
He's a very poor man and works in a factory.	*uoo bahot gariib aadmii hāī, aur kaarxaanee-mēē kaam kartee hāī.*
Their daughter lives at our house, too.	*un-kii laʀkii bhii hamaaree ghar-mēē rahᶜtii hai.*
to get married	*šaadii karnaa,*
She'll probably get married soon.	*šaaed, uoo jaldii šaadii karee.*
Paul has dinner at Aziz's house.	
Aziz:	
Please come in, sir?	*ghar-kee andar aaiiee janaab,*
Isn't your wife coming?	*kiaa aap-kii biiuii nahīī aatii?*
Paul:	
the servant	*naukar.*
She can't come, because she hasn't any servants and (therefore) has too much work to do.	*uoo nahīī aa saktii. kiōō-kee us-kee paas kooii naukar nahīī, aur is liiee us-koo bahot kaam hai.*
Aziz:	
the sorrow	*afsoos,*
Oh, that's too bad (lit. I'm sorry)!	*mujh-koo afsoos hai.*

[1]Both forms are used.

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the woman	*aurat.*
strenuous	*saxt.*
Women's work is very hard.	*aurtõõ-kaa kaam bahot saxt hai.*
to cook	*pakaanaa,*
the clothes	*kaɒʀee,*
and so forth	*uaɣairaa.*
They take care of the house all day, cook the meals, wash the clothes, and all that.	*sab din, uoo ghar-kaa kaam kartii hãĩ, khaanaa pakaatii hãĩ, kaɒʀee dhootii hãĩ, uaɣairaa uaɣairaa.*
but (lit. again)	*phir,*
But let's go [ʀow].	*phir čalẽẽ.*
ready	*taiiaar.*
Dinner's ready.	*khaanaa taiiaar hai.*
Paul:	
hungry	*bhuukaa.*
Good, I'm very hungry.	*ačchaa mãĩ bahot bhuukaa hũũ.*
Aziz:	
Will you have some milk?	*kiaa aap kuch duudh piiẽẽ-gee?*
Paul:	
thirsty	*piaasaa.*
[No] thanks, (but) I'm not thirsty.	*meherbaanii. leekin mãĩ piaasaa nahĩĩ.*

Record 16A, beginning.

Aziz:	
the salt	*namak.*
please take	*liijiiee.*
Have some more salt!	*kuch aur namak liijiiee.*

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without salt — *namak-kee bagair,*
Without salt food doesn't taste very good. — *namak-kee bagair, khaanaa mazeedaar nahīī.*

Paul:

the father — *uaalid,*
Isn't your father going to eat? — *kiaa aap-kee uaalid, khaanaa nahīī khaatee?*

Aziz:

the room — *kamraa.*
asleep — *soo rahaa.*
No, he's sleeping in [his] room. — *meeree uaalid, kamree-mēē soo rahee hāī.*

young — *jauaan.*
to rest — *aaraam karnaa,*
He isn't a young man any more and he needs to rest. — *uoo ab jauaan aadmii nahīī. aur un-koo aaraam karnaa čaahiiee.*

Go through the following in the same way as the *Basic Sentences*, repeating each item after your Guide or the phonograph record.

Record 16A, after 1st spiral.

Days of the week and additional numbers.

Sunday	*ituaar,*
Monday	*soomuaar,*
Tuesday	*mangal.*
Wednesday	*budh.*
Thursday	*jumraat.*
Friday	*jumaa.*
Saturday	*saniičar.*

thirteen	*teeraa,*
fourteen	*čaudaa,*
fifteen	*pandraa.*
sixteen	*soolaa.*
seventeen	*sattraa.*
eighteen	*aTHaaraa.*
nineteen	*unaiis.*
twenty	*biis.*

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

1. Keep your vowels even. The vowels in such English words as "gay" or "slow" are quite similar to the

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Hindustani *ee* and *oo* (as in *thee* 'were', or *doo* 'two'), except for the English "y" and "w" glide towards the end. The Hindustani sounds are completely EVEN; they wind up with the same quality with which they start out, no matter how long they are held.

Record 16A, after 2nd spiral.

Practice 1

iee 'this, he, she, it; these, they'	*uoo* 'that, he, she, it; those, they'
thee 'were'	*doo* 'two'
meerii 'my'	*thooRaa* 'little'
eek 'one'	*goošt* 'meat'
(*ghar-*)*mẽẽ* 'in (the house)'	*kiõõ* 'why'

The Hindustani sound written *uu* (as in *duudh* 'milk') is closer to the English "oo" in "pool" than to the one in "tool", that is, you must pronounce it with your lips well ROUNDED. Also, try to keep your tongue farther back in the mouth than you would do for the English "oo" sounds.

Record 16A, after 3rd spiral.

Practice 2

duudh 'milk'	*xuubsuurat* 'beautiful'
mašhuur 'famous'	*hũũ* 'am'

The "clear l". Some American speakers have two different "l" sounds in the words "hilly" ("thick l") and "million" ("clear l"). In "*hilly*" the tongue is hollowed out like the bowl of a spoon, and the tip of the tongue is raised, but for the clear "l" the tongue is arched like the back of a spoon, and the tip is down behind the lower teeth. Try to say the sounds "illi" both with a clear and a thick "l". In Hindustani all the "l"s are clear ones.

Record 16A, after 4th spiral.

Practice 3

kal 'yesterday, tomorrow'	*milnaa* 'to meet'
xiaal 'thought'	*lifT* 'elevator'

2. *k, g, kh, gh, x, ḳ, ġ.* There is nothing particularly difficult about the *k, g, kh, gh.* These sounds are much like English "k"s and ('hard') "g"s, except that you must be careful, as usual, to avoid the breath where no *h* is written, and to pronounce the sound with strong breath where it is written. Go back to the examples at the end of Practices 1 and 3 in the *Hints on Pronunciation* in Unit 4.

For the *x*, you may go back to Practice 3 in Unit 2. Remember that this sound is pronounced very far back in the mouth, and has strong and continued noise to it. This distinguishes it from *h*.

In the words for 'near', 'sort', 'time' some speakers use a normal *k*: *ḳariib, ḳisim, uaḳt.* Many speakers, however, have a different sound, *ḳ*, which is pronounced much further back in the mouth. If you can pronounce

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the *x* properly, you should have no trouble in saying a *ḳ*. All you have to do is to raise the back of your tongue still further so as to produce not only friction noise (as in *x*), but almost complete closure. This will give you much less noise, and the effect of a very back *ḳ*. If you do not succeed in distinguishing '*ḳ*' from '*x*', you had better ignore the dot underneath and say an ordinary '*k*'.

Record 16A, after 5th spiral.

Practice 4

ḳariib 'near' *ḳisim* 'sort'
uaḳt 'time'

You are of course familiar with the difference in sound between the "ss" in "fussy" and the "zz" in "buzzing". Both sounds are in many respects the same, but the "ss" has more hissing noise and no voice to it, while the "zz" is pronounced with humming voice. The same difference exists between, for instance, the "f" in "fan" (voiceless) and the "v" in "van" (hummed or voiced), or between the 'ti' in 'solution' (voiceless) and the 'si' in 'confusion' (voiced).

With this in mind, you will agree that the *x* in *paaxaanaa* 'toilet' or *xaraab* 'bad' is voiceless (much like English "ss" or "sh" or "f", only much farther back in the mouth than any of them). The corresponding "voiced" sound is here written *ġ*. It is pronounced in the words for 'poor', 'without', and 'etcetera'. Some people produce this sound while gargling. Also, it is not very far removed from the kind of "back r" which some foreigners (especially Frenchmen or Germans) use for "r". If you cannot get this sound properly, you may ignore the dot underneath and substitute an ordinary '*ġ*', as is done by some speakers of Hindustani.

Record 16A, after 6th spiral.

Practice 5

ġariib 'poor' *meeree baġair* 'without me'
uaġairaa 'etcetera'

[Record 16A, after 7th spiral][1]

Distinguish the following words (ignoring the dots in case your Guide says *k* and *g* for *ḳ* and *ġ*):

Record 16B, beginning.

Practice 6

kuch 'some, any' *xuš* 'happy'
kiaa 'what' *xiaal* 'thought'
dikhaanaa 'to show' *paaxaanaa* 'toilet'
deek(h)taa hũũ 'I see' *saxt* 'strenuous'
kis ḳisim-kee phal 'what kind of fruits'
uaḳt 'time' *ḳariib* 'near'
karee 'he may do' *xaraab* 'bad'
garmii 'heat' *ġariib* 'poor'
ghar 'house'

[1]When using the records, disregard Record 16A after the 7th spiral, and start with Record 16B.

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SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. OBLIQUE PLURAL OF NOUNS.

bačč̄ō-kee saath	'with the children'
aurtō̄-kaa kaam	'women's work'

ALL PLURAL NOUNS have an ending before particles: *-ō̄-* (OBLIQUE PLURAL). Those masculine nouns which change their ending from *-aa* to *-ee* (plural and oblique singular) replace *-aa* by *-ō̄-*, while all the other nouns (both masculine and feminine) simply add *-ō̄-* when a particle follows, thus:

meeraa bhaaii 'my brother'	*meeraa kamraa* 'my room'
meeree bhaaii-see 'from my brother'	*meeree kamree-mē̄* 'in my room'
meeree bhaaii 'my brothers'	*meeree kamree* 'my rooms'
meeree bhaaiiō̄-see 'from my brothers'	*meeree kamrō̄-mē̄* 'in my rooms'
duusrii baat 'another matter'	*taazii narangii* 'a fresh orange'
duusrii baat-koo 'to another matter'	*taazii narangii-mē̄* 'in a fresh orange'
duusrii baatē̄ 'other matters'	*taazii narangiiāā* 'fresh oranges'
duusrii baatō̄-see 'from other matters'	*taazii narangiiō̄-par* 'on fresh oranges'

Note that:

1. ADJECTIVES have NO special form to agree with oblique plural nouns in *-ō̄-* (*meeree gharō̄-mē̄* 'in my houses'; *un-kii dukaanō̄-see* 'from their stores').
2. As in the case of *-ē̄* (*saʀak* 'street' vs. *saʀkē̄* 'streets': Comment A in the preceding *Word Study*), the sequence . . . VCVC*ō̄* is often avoided by dropping the second short vowel: . . . VCC*ō̄*. Thus the feminine nouns:

saʀak 'street'	*saʀkē̄* 'streets'	*saʀkō̄-see* 'from the streets'
aurat 'woman'	*aur(a)tē̄* 'woman'	*aur(a)tō̄-kaa* 'of women'
bahen 'sister'	*bahᵉnē̄* 'sisters'	*bahᵉnō̄-koo* 'to the sisters'

and the masculine nouns:

šaher 'city, cities'	*šahᵉrō̄-see* 'from the cities'
saaheb 'gentleman, gentlemen'	*saahᵉbō̄-koo* 'to gentlemen'

3. *loog* 'people' (meaning: 'persons') is a plural masculine noun: *ačč̄hee loogō̄-koo* 'to good people'. *loog* is also frequently used after any noun or pronoun denoting living creatures: *kisaan-loog* 'farmers', *ustaad-loog* 'teachers', *beeʀee-loog* 'sons'. It characterizes these expressions as plurals. This is especially true of *ham-loog* 'we', since some people use the simple *ham* in the meaning 'I'.

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The oblique form of *-loog-* expressions have the ending *-ōō* only once, at the end: *kisaan-loogōō-see, beeree loogōō-par, ham-loogōō-kee paas.* That is, *kisaan, beeree,* and *ham* are treated as though they were adjectives qualifying *loog.* Compare *aćchee loogōō-see* 'with good people' with *beeree-loogōō-see* 'with the sons'.

B. WORDS IN *-AIAA, -AEE, -AII.*

naee ghar-mēē 'in a new house'

naiaa 'new' is treated just like *rupaiaa* 'rupee' and, in fact, all other "changing" nouns and adjectives in . . . *aiaa.* Its *-ee-* form is *naee* (without the *-i-*): *naee ghar* 'new houses'; *naee gharōō-mēē* 'in new houses'.

Similarly, its *-ii-* form (feminine) is *naii*: *naii čiiz* 'new thing'; *dukanēē naii hāī* 'the shops are new'; *naii saʀkōō-par* 'on the new streets'.

C. SUBJUNCTIVE AND COMMAND FORM OF *LEENAA* AND *DEENAA.*

1. *kuch aur namak liijiiee* 'please take some more salt.'
2. *ham aap-koo doo rupaee dēē-gee* 'We'll give you two rupees'

1. The *-iiee* form (polite command) of *leenaa* 'to take' is *liijiiee* 'please take'. This rhymes with *diijiiee* 'please give', as do all forms of these two verbs.
2. In the subjunctive (cautious statement or question) and in the future in *-gaa* (*-gee, -gii*), the stems of *lee-* 'to take' and *dee-* 'to give' are replaced by *l-* and *d-*.

kiaa māī lūū	'shall I take?'
mujh-koo dee	'he may give it to me'
aap paisaa dēē-gee	'you will give money, you will pay.'

D. MORE ABOUT "THIS, THAT, HIS, HER, ITS, THEIR."

The following tables supplement *Comment D* in the preceding Unit. Again, make sure to have absolutely complete command of this set of forms.

us šaher-see 'from that city'	*is šaher-see* 'from this city'
us-kee šaher-see 'from his, her city'	*is-kee šaher-see* 'from his, her city'
un-kee šaher-see 'from their city'	*in-kee šaher-see* 'from their city'
un šahᵉrōō-see 'from those cities'	*in šahᵉrōō-see* 'from these cities'
us-kee šahᵉrōō-see 'from his, her cities'	*is-kee šahᵉrōō-see* 'from his, her cities'
un-kee šahᵉrōō-see 'from their cities'	*in-kee šahᵉrōō-see* 'from their cities'

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us juutee-mẽẽ 'in that shoe'
us-kee juutee-mẽẽ 'in his, her shoe'
un-kee juutee-mẽẽ 'in their shoe'

un juutõõ-koo 'to those shoes'
us-kee juutõõ-koo 'to his, her shoes'
un-kee juutõõ-koo 'to their shoes'

us putlii-koo 'to that puppet'
us-kii putlii-koo 'to his, her puppet'
un-kii putlii-koo 'to their puppet'

un putliiõõ-koo 'to those puppets'
us-kii putliiõõ-koo 'to his, her puppets'
un-kii putliiõõ-koo 'to their puppets'

E. *IS LIIEE, KIS LIIEE*

is liiee 'therefore'

Note the distinction between *is-kee liiee* 'for this (for him, her, it) and *is liiee* 'therefore'. This, of course, is much like *is ghar-mẽẽ* 'in this house' versus *is-kee ghar-mẽẽ* 'in his, her, its house'. (*is liiee* literally '(for) THIS sake' vs. *is-kee liiee* '(for) the sake OF him, for his sake').

Similarly: *kis liiee* 'what for?' vs. *kis-kee liiee* 'for whom?'

F. TWO CONFLICTING SUBJECTS.

meerii biiuii aur mãĩ *xušii-see aa*ũũ-*gaa* 'my wife and I will gladly come'.

is juutee-mẽẽ 'in this shoe'
is-kee juutee-mẽẽ 'in his, her shoe'
in-kee juutee-mẽẽ 'in their shoe'

in juutõõ-koo 'to these shoes'
is-kee juutõõ-koo 'to his, her shoes'
in-kee juutõõ-koo 'to their shoes'

is putlii-koo 'to this puppet'
is-kii putlii-koo 'to his, her puppet'
in-kii putlii-koo 'to their puppet'

in putliiõõ-koo 'to these puppets'
is-kii putliiõõ-koo 'to his, her puppets'
in-kii putliiõõ-koo 'to their puppets'

In this sentence there is one verb-expression ("will come") but two different SUBJECTS (= the noun expression which makes the verb either singular or plural, and either masculine or feminine). *meerii biiuii* would require *aaee-gii*, while *mãĩ* (a male speaking) requires *aaũũ-gaa*. In such cases of conflict, the verb in the usage of many speakers usually agrees with the subject which happens to stand closer to it in the sentence, in this case *mãĩ*.

G. "I HAVE, I'VE GOT".

1. *raam laal-koo thooRaa kaam hai* 'Mr. Ram Lal has some work (to do)'
   mujh-koo uaḳt nahĩĩ 'I have no time'

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2. *aap-kee paas kiaa hai* 'What have you got?'
un-kee paas hooTal hai 'They have a hotel'
hamaaree paas phal hāī 'We have fruit[s]'

3. *kiaa aap-kee kooii baal-bačče hāī?* 'Do you have any children?'
meerii doo beeTiiāā hāī 'I have two daughters'

There is no direct Hindustani equivalent for "I have; I've got". Here are three common expressions which Hindustani speakers use where we would say "to have".

(1) *mujh*-koo *uaḳt hai* 'TO ME time is, I have time'. This type is used for "having" time, trouble, hope and other "abstract" entities.

(2) *meer*ee paas *ghar hai* 'AT ME houses are, I have houses'. This type is used chiefly to denote ownership of concrete objects such as money, houses, clothes, etc.

(3) *meer*ii *doo laRk*iiāā *hai* 'MINE are two daughters, I have two daughters'. This type is used for a variety of situations. Our examples so far refer to the "having" of relatives, friends, etc.

Note that in all three cases the verb agrees, of course, with the thing or person "possessed" rather than the possessor.

2. Covering English and Hindustani of Word Study
(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences
(Individual Study)

Go through the Basic Sentences covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Here are some more sentences with blanks for you to fill in:

1. It takes only fifteen minutes
sirf pandraa minaT ------ hāī.

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2. I charge only fifteen rupees
sirf pandraa rupaee ------ hũũ.

3. He brings fresh eggs every day
uoo rooz-rooz taazee anDee ------ hai

4. The food seems good
khaanaa aččhaa ------ hai.

5. She'll show you the restaurant
uoo aap-koo khaanee-kii dukaan ------.

6. I cannot see the house from here
māī iahãã-see ghar ------ ------ saktaa.

7. What are you doing?
aap kiaa ------ hãī.

8. What do you say?
aap kiaa ------ hãī.

9. What are you eating?
aap kiaa ------ hãī.

10. The house is near the market
ghar bazaar-kee ------ hai.

11. My brother is a very poor man
meeraa bhaaii bahot aadmii ------ hai.

12. My brother is a very bad man
meeraa bhaaii bahot ------ aadmii hai.

Read aloud the following and pick out the expressions you think most suitable.

13. Your friend invites you and your wife to dinner:
a. *šaaed aap biiuii-kee saath khaanee-kee liiee aaẽẽ?*
b. *meerii biiuii aur māī xušii-see aaũũ-gaa.*
c. *aap kal raat-koo baččõõ-kee saath aaẽẽ.*

14. You say your wife cannot come because her father is not well.
a. *uoo nahīī aa saktii kiõõ-kee us-kee baap aččhee nahīī.*
b. *uoo nahīī aa saktii kiõõ-kee us-kee māã-baap bhii aččhee hãī.*
c. *uoo nahīī aa saktii kiõõ-kee us-kee baap ġariib aadmii hãī.*

15. He needs to rest:
a. *uoo soonee-kee kamree-mẽẽ hãī.*
b. *un-koo aaraam karnaa čaahiiee.*
c. *un-koo ghar-mẽẽ rahᵉnaa čaahiiee.*

16. Therefore she has too much work:
a. *uoo ghar-kaa kaam kartii hai.*
b. *is liiee us-koo bahot kaam hai.*
c. *us-kaa kaam bahot saxt hai.*

17. Her sister will soon get married:
a. *šaaed us-kii laʀkii jaldii šaadii karee.*
b. *us-kii bahen jaldii šaadii karee-gii.*
c. *us-kee xaauind jaldii šaadii karẽẽ.*

18. Won't you come without her?
a. *kiaa aap-kii ʰiiuii nahīī aatii.*
b. *us-kaa kaam bahot saxt hai.*
c. *kiaa us-kee baġair aap nahīī aaẽẽ-gee?*

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Read the following questions aloud and be ready to speak out the answer to each one. Make your answers brief and to the point.

19. *aap-kee uaaldain kaisee hāī.*

20. *kiaa aap-kee baal-baččee hāī?*

21. *aap iahāā kab-see rahᵉtee hāī.*

22. *aap-kii umar kiaa hai.*

23. *kiaa kooii aur aap-kee saath rahᵉtaa hai?*

24. *aap-kee baap kaam kahāā kartee hāī.*

25. *kiaa aap khaanaa namak-kee baġair pasand kartee hāī?*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

Record 16B, after 1st spiral.

1. Jim comes to Mr. Das' store.

Jim: *māī kuch naee kaᵽRee xariidnaa čaahᵉtaa hūñ. kiaa aap-kee paas kaᵽRee hāī?*

Das: *jii hāā. meeree paas sab ḳisim-kee kaᵽRee hāī. kis-kee liiee. kiaa aap-kee liiee?*

Jim: *jii nahīī. doo beeTōō-kee liiee.*

Das: *un-kii umar kiaa hai.*

Jim: *eek teeraa baras-kaa hai, aur duusraa čaudaa baras-kaa.*

Das: *too iee kaᵽRee deekhiiee.*
too uoo bahot aččhee hāī, aur māᵍgee nahīī.

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Jim: *uoo aČČhee dikhtee hāī.*
un-kaa daam kiaa hai.

Das: *aap-kee liiee, sirf aTHaaraa rupaee.*

Jim: *uoo bahot hai.*
māī sirf giaaraa rupaee dee saktaa hūū.

Das: *giaaraa rupaee kaafii nahīī. janaab.*
meeree bahot baal-baČČee hāī,
meeree doo beeTee, aur čaar beeTiiāā hāī,
aur meerii biiuii-kee uaaldain bhii iahāā rahᵉtee hāī.
us-kee baap biimaar aadmii hāī,
uoo kaam nahīī kar saktee, aur un-koo aaraam karnaa čaahiiee.
too uoo sab din sootee hāī.
mujh-koo un sab loogōō-kee liiee khaanaa xariidnaa čaahiiee.
aur khaanaa paisee-kee bagair kaisee xariidūū,
is-liiee, aTHaaraa rupaee, meeree xiaal-mēē bahot nahīī.

Jim: *māī bhii gariib aadmii hūū.*
meeraa baal-baČČee hameešaa bhuukee hāī,
māī kaarxaaĥee-mēē kaam kartaa hūū, aur meeraa kaam bahot saxt hai.
māī aap-koo baaraa rupaeee dūū-gaa.
leekin ziaadaa paisaa nahīī dee saktaa.

Das: *aČČhaa janaab. baaraa rupaee kaafii hāī.*

Record 16B, after 2nd spiral.

2. Jim talks about his new servant.

meeraa naiaa naukar husain-kaa[1] *čhooTaa bhaaii*
ghar-mēē sab kisim-kaa kaam karee-gaa.
abhii too sirf kamrōō-kaa kaam kartaa hai.
leekin maaluum hootaa hai, kee pakaanaa bhii aČČhaa jaantaa hai.
us-kii umar, aTHaaraa baras-kii hai.
šaadii-šudaa nahīī, leekin šaaed jaldii šaadii karee.

[1] The record has *husain,-kaa* by mistake.

SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

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3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Paul and Das meet in the street. Paul inquires after the health of Das' family. Das tells him that his sister is going to get married next week. Paul asks which sister, does he know her, how old is she, and inquires where the wedding will be, at what time, etc. Unfortunately, he will not be able to come, because of too much work.
2. Your friend Das is coming for dinner. Show him your new house; bedrooms, dining room, living room. Inquire after his family. After dinner ask him if he wants to go to the movies with you.
3. You are looking for a cook and interview several applicants. Ask them about their families, where they're living, etc. Settle on a salary and send the applicant out to buy some new clothes.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

a

aadmii — man
aaraam — the rest
aaraam karnaa — to rest
ab — now
afsoos — sorrow
mujh-koo afsoos hai — that's too bad!
aṭhaaraa — eighteen
aurat (-ii) — woman

baccaa — child
(-ee) bagair — without . . .
baras — year
beeṭii (-ii) — daughter
biis — twenty
bhuukaa — hungry
biis — twenty
budh — Wednesday

č

čaudaa — fourteen

d

dikhnaa — to seem, to appear, to be visible
din — day

b

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g

ġariib poor

i

ituaar Sunday

j

jauaan young
jumaa Friday
jumraat (*-ii*) Thursday

k

kaarxaanaa factory
kamraa room
kapʀee clothes
kooii any, anyone

l

liijiiee please take

m

mää (*-ii*) mother
mää-baaƥ parents
mangal Tuesday

n

naiaa new
namak salt
naukar servant

ƥ

ƥakaanaa to cook (something)
ƥandraa fifteen
ƥhir but
ƥiaasaa thirsty

s

saniičar Saturday
saitraa seventeen
saxt strenuous, hard
soolaa sixteen
soomuaar Monday
soonaa to sleep

š

šaadii (*-ii*) wedding
šaadii karnaa to get married
šaadii-šudaa married

t

taiiaar ready
teeraa thirteen

u

uaalid father
uaaldain parents
uagairaa and so forth
ummiid (*-ii*) hope
umar (*-ii*) age
unaiis nineteen

x

xaauind husband
or *xääuind*
xušii-xušii gladly

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UNIT 9

THE WEATHER

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 17A, beginning.

Mr. Das discusses the weather with his servant, Husein.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Das:	
Husein!	*ai husain,*
Husein, see what the weather's like!	*ai husain, deekhoo. din kaisaa hai.*
power	*zoor.*
wind	*hauaa.*
Is there a very strong wind?	*kiaa bahot zoor-kii hauaa hai?*
Husein:	
rain	*baariš.*
is being	*hoo rahii hai.*
No, but it's raining.	*jii nahīī. leekin baariš hoo rahii hai.*
(your) own umbrella	*apnii čhatrii,*
outside	*baahar.*
You can't go out without your umbrella.	*apnii čhatrii-kee bagair, aap baahar jaa nahīī saktee.*

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raincoat
For rain a raincoat's better than an umbrella.

barsaatii.
baariš-kee liiee, čhatrii-see, barsaatii aččhii hai.

[Das]:[1]
Bring me my raincoat then!

too meerii barsaatii laaoo.

on account of the cold
warm
Because it's cold I have to buy some warm clothes.

ThanDii-kii uajaa-see,
garam.
ThanDii-kii uajaa-see, mujh-koo, kučh garam kapRee xariidnaa čaahiiee.

Where can I get some warm clothes?

mujh-koo, garam kapRee, kahãã mil saktee hãĩ?

Husein:
difficult
That's a very difficult matter, sir.

muškil.
uoo bahot muškil baat hai janaab;

There isn't any clothing store in the neighborhood.

iahãã-kee kariib, kooii kapRõõ-kii dukaan nahĩĩ.

You have to go in your car.

aap-koo apnii mooTar-see jaanaa čaahiiee.

Das:
till ending
Then I'll wait until the rain is over.

(1) *xatam hoonee-tak.*
(2) *xatam hoonee-tak,*
too mãĩ baariš xatam hoonee-tak Thairũũ-gaa.

dirty *or* muddy
On account of the rain the roads are very muddy.

mailaa.
baariš-kii uajaa-see, saRkẽẽ bahot mailii hãĩ.

[the danger][1]
And so it's dangerous to go by car.

[*xatraa*][1]
aur is liiee, mooTar-see jaanee-mẽẽ, bahot xatraa hai.

[1] Not on record.

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Record 17B, beginning.

[Das:][1]	
But tell me!	*phir mujh-koo bataaoo,*
the weather	*mausam,*
such	*aisaa,*
Is the weather here always like this?	*kiaa iahãã-kaa mausam, hameešaa aisaa hai?*
[Husein:][1]	
the same	*eek taraa.*
[No] it never stays the same.	*hameešaa eek taraa nahīī.*
sometimes	*kabhii kabhii,*
like today	*aaj-kii taraa,*
Sometimes there's a lot of rain, like today.	*kabhii kabhii, aaj-kii taraa, bahot baariš hootii hai.*
entirely	*bilkul.*
cloud	*baadal,*
But in summer there aren't any clouds at all.	*leekin garmii-mẽẽ bilkul baadal nahīī.*
the sunshine	*dhuup,*
the moon	*čããd,*
the sun	*suuraj,*
clear	*saaf.*
There's a lot of sunshine in the daytime.	*din-mẽẽ bahot dhuup hai.*
And at night the moon's as bright as the sun.	*aur raat-koo čããd, suuraj-kii taraa saaf hai.*
the sky	*aasmaan,*
the star	*sitaaraa,*
(they) are visible	*dikhtee hãī.*
And [at times] there are thousands of stars in the sky.	*aur aasmaan-mẽẽ bahot sitaaree dikhtee hãī.*

[1] Not on record.

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I like summer best of all.	*māī garmii-kaa mausam, sab-see ziaadaa pasand kartaa hūū.*
Das:	
the snow falls	*baraf girtii hai,*
Does it ever snow?	*kiaa kabhii baraf girtii hai?*
Husein:	
Not around here.	*is taraf nahīī.*
the fog	*kohᵉraa.*
the cold	*zukaam.*
the fever	*buxaar.*
In the winter we only get fog, and many people get a cold and fever from it.	*ThanDii-mēē sirf kohᵉraa hai, aur bahot loogōō-koo, us-see zukaam aur buxaaar hootaa hai.*
So I like to stay in my house in the winter.	1) *is liiee, ThanDii-mēē, māī apnee ghar-mēē rahᵉnaa pasand kartaa hūū.*
	2) *is liiee, māī ThanDii-mēē, apnee ghar-mēē rahᵉnaa pasand kartaa hūū.*
The fog doesn't bother you inside the house.	*ghar-kee andar, kohᵉree-kaa kuch xatraa nahīī.*
Record 18A, beginning.	
Das:	
the least	*sab-see kam,*
I hate fog.	*kohᵉraa, sab-see kam pasand kartaa hūū.*
to travel	*safar karnaa,*
It makes traveling very difficult.	*us-kii uajaa-see, safar karnaa bahot muškil hai.*
the climate	*aab-o-hauaa,*
I don't like the climate here.	*mujh-koo iahāā-kii aab-o-hauaa pasand nahīī.*

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Is it still raining?	*kiaa abhii-tak baariš hoo rahii hai?*
Husein:	
Yes, sir.	*jii hãã janaab.*
It's still raining.	*paanii abhii-tak gir rahaa hai.*
Das:	
That's a shame.	*afsoos-kii baat.*
I don't think I'll get any new clothes today.	*meeraa xiaal hai kee aaj mujh-koo, naee kapʀee nahīī milēē-gee.*

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

1. The *h* in the Hindustani word for "fog" has a whispered *o*. When you pronounce the word, you keep your lips rounded (in the position they have for the first *o*) while you breathe out the *h*.

Record 18A, after 1st spiral.

Practice 1

koh°raa	'fog'
**doh°raa*	'double'

Observe your pronunciation of the "n" in "sinner", "singer", "finger", "tinker". In "sinner" you make an "n" with the tip of your tongue. In "singer" you make a similar sound with the back of your tongue. "finger" is different again; here you have the same sound as in "singer" followed by a "hard g". And in "tinker" you have the same sound followed by a "k".

In Hindustani, "ng" is the combined sound of "finger", not the simple sound of "singer".

Record 18A, after 2nd spiral.

Practice 2

mangal	'Tuesday'
**jangal*	'woods, jungle'
narangii	'orange'

Notice, on the other hand, that in such phrases as *bahen-kaa* 'of my sister' *in-koo* 'to them', *un-kaa* 'of

*Words marked with asterisk are at this point for pronunciation practice only.

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them', the "n" is pronounced with the tip of the tongue as in "sin" or "sinner" rather than with the "n" in "tinker" or "ink".

Record 18A, after 3rd spiral.

Practice 3

bahen-kaa	"of my sister"
in-koo	"to them"

2. Word stress. Loudness of syllables is something very important in English: "the transport" (with loud first syllable) is different from "to transport" (with loud second syllable). As we have said already, Hindustani keeps its syllables to a much more even scale of loudness. English speakers must avoid bearing down on one syllable and neglecting the others. In Hindustani, long syllables, that is, those containing long vowels will impress you as being slightly louder than short vowel syllables. Short vowels before consonant plus vowel may sound to you especially weak. In the word *aspataal*, for example, the first syllable appears to be louder than the second, but not so loud as the third. In some speakers' pronunciation the first vowel of words like *sipaahii* all but vanishes. While you may imitate these effects cautiously, the important thing is, of course, to keep the short and long vowels properly apart.

3. Breath groups, emphasis and pitch. As you go on you must pay more and more attention to the way in which continuous speech is phrased into smaller groups, and to the different inflections of voice which characterize different kinds of groups. The little pauses which cut a stretch of continuous speech into groups are marked by the punctuation marks, period, comma, and question mark. Where there is no such mark, the flow of speech is not interrupted. Do not allow yourselves to be deceived by the gaps between words—they do NOT indicate pauses in actual talk. English is in no way different. Although we WRITE the sentence "We don't want to see him" with gaps between the words, it would be quite wrong to PRONOUNCE the gaps by stopping after every word. A string of words marked by real little pauses (punctuation marks) we may call BREATH GROUP.

Breath groups are characterized by certain inflections of the voice, or pitch. The voice may, for instance, drop off gently at the end. This happens in simple STATEMENTS, and also in questions containing such SPECIFIC QUESTION words as *kaun* (*kis*) 'who, which', *kiaa* 'what, which', *kaisaa* (*-ee, -ii*) 'how', *kab* 'when', *kahãã* 'where', *kiõõ* 'why'. All this, again, is very similar to English. (Note, however, that the specific question words (the *k*-words just listed) are emphasized in the sentence by an extra high pitch.) We shall indicate the dropping inflection by a PERIOD. Listen to the record or to your Guide:

Record 18A, after 4th spiral.

Practice 4

iee khaanee-kii dukaan hai. 'this is a restaurant.'
iee kiáa *hai.* 'what is this?'

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aap amriikaa-see hãī. 'you are from America.'
aap káhắā-see *hãī.* 'where are you from?'
uoo bahot aččhii hai. 'she is very well.'
uoo káisii *hai.* 'how is she?'
aap meeree saath jaẽē-gee. 'you will go with me.'
aap kís-*kee saath jaaẽē-gee.* 'with whom will you go?'

The type of question mentioned above we call "specific" because when using question words, "how", "who", "why", you expect something more detailed for an answer than just "yes" or "no". Simple YES-OR-NO QUESTIONS are different, much as in English. They are spoken with a sharply rising inflection. In writing Hindustani, we indicate rising voice (and only this) by a QUESTION MARK. Listen to your Guide (or the speaker on the record) when he contrasts statements or specific questions with yes-or-no questions.

Record 18A, after 5th spiral.

Practice 5

aap samjhee. 'you understood.'
aap samjhee? 'did you understand?'
kiaa aap samjhee? 'did you understand?'
aap meeree saath jaaẽē-gee 'you will go with me.'
aap meeree saath kahãā jaaẽē-gee. 'where will you go with me?'
kiaa aap meeree saath jaaẽē-gee? 'will you go with me?'

In listing things (or in saying disconnected words, such as the new items preceding each of the *Basic Sentences* in this course), and in setting off the smaller parts of a sentence, the voice is slightly raised. We indicate this by writing a COMMA. The basic sentences are full of examples for this particular kind of pitch.

In the *Basic Sentences* and *Listening In* exercises, the pitches are marked in accordance with the phonograph Records (except where the speaker on the records has made a definite mistake). In matters of periods and question marks your Guides will usually agree with the records, but they may insert commas in places where the records have no pause at all, or vice versa. Imitate them carefully.

In a few instances the speaker on the record uses a fourth inflection indicating something like hesitation. It consists in keeping the voice even, and is marked by SEMICOLON.

Within one breath group there is usually one word which is emphasized by a higher pitch and a somewhat louder stress. In this matter, as in the other points discussed so far, Hindustani is so similar to English that you will hardly ever go wrong, especially if you follow your Guide closely. Remember, however, that specific *k*-question words are so emphasized; the same is also true in the usage of many speakers regarding *hũū, hai* or *hãī* when used by themselves, meaning 'to be there, to be present' or in such phrases as *meeree paas hai* 'I have': in these cases the verb "to be" may get the emphasis. Ordinarily, however, *hai*, etc., receives no emphasis at all, as in *čaah*^{e}*taa hai, aatii hũū.* On the whole, you had better KEEP YOUR VOICE EVEN and avoid excessive loudness as well as slurring.

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SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. THE LESS POLITE COMMAND FORM.

takliif mat-karoo 'don't take trouble, don't bother!'
aaoo 'come (on)!'
deekhoo 'see, look!'
bataaoo 'tell!'
barsaatii laaoo 'bring the raincoat'

In giving a person a command or order you use the stem of the verb with the ending *-oo*. This form is less polite than the one in *-iiee*. Other examples are:

čaloo 'move, go!'
piioo 'drink!'
dhoooo 'wash!' (some speakers will say *dhoouoo* instead).

B. *-TAK.*

baariš xatam hoonee-tak 'until the rain('s) ending'.
abhii-tak 'up to now, still'

-tak 'up to, as far as, till' is a particle:
mujh-tak 'as far as I'
nadii-kee kinaaree-tak 'up to the bank of the river.'

C. *-EE PAHᵉLEE, -EE ANDAR.*

šaher-koo jaanee-kee pahᵉlee 'before going to town, before one goes to town'
ghar-kee andar 'inside the house'

pahᵉlee 'before' and *andar* 'inside' are used as though they were masculine oblique nouns, just like *liiee*, *paas*, etc. (See Comment F, Unit 5):

hamaaree pahᵉlee 'before us'
us-kee andar 'inside him, her, it'

D. *-II TARAF, -II TARAA.*

1. *baaīī taraf* 'to the left'
   is taraf 'in this direction, hereabouts; this way'
2. *eek taraa* 'in one and the same way'
   aaj-kii taraa 'in to day's manner, like today'
   čāād suuraj-kii taraa saaf hai 'the moon is clear in the manner of the sun, like the sun, as the sun'.

The words . . . *taraf* 'in such and such a direction; this or that way', and . . . *taraa* 'in such and such a manner; like . . . ; as . . . ' are treated like oblique feminine nouns:

is taraf 'in this direction'	*is imaarat-par* 'in this building'
meerii taraf 'in my direction'	*meerii dukaan-mẽẽ* 'in my shop'
baʀee šaher-kii taraf 'towards the big city'	*meeree beeʈee-kii biiuii-koo* 'to my brother's wife'
·s taraa 'that way, like that, thus'	*us laʀkii-koo* 'to that girl'

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hamaarii taraa 'our way, like us'
hindustaan-kii taraa 'like India'
hamaarii mooTar-see 'with our car'
hindustaan-kii fauj-see 'from India's army'

Notes:

1. *taraa* does not, of course, change its ending.
2. Distinguish: *is taraf* 'in this direction'
   is-kii taraf 'in his, her, its direction'
   is taraa 'in this manner, this way, like this, thus'
   is-kii taraa 'in his (her, its) manner, like him (her, it)'
3. Distinguish "that way", indicating a direction: *us taraf*, from "that way" indicating a manner or fashion: *us taraa*.

E. *APNAA*.

apnii *chatrii-kee bagair aap baahar jaa nahīī* saktee "You can't go out without your umbrella"
aap-koo apnii *mooTar-see jaanaa čaahiee* "You should go in your car."
māī apnee *ghar-mēē rahᵉnaa pasand kartaa hūū* "I like to stay in MY house"

You are familiar with the adjective expressions *meeraa* 'my'; *hamaaraa* 'our'; *aap-kaa* 'you'; *us-kaa, is-kaa* 'his, her, its'; *un-kaa, in-kaa* 'their'. In a broad sense, all these words describe a thing or person as belonging to another person or thing:

meerii mooTar 'my car'
Possessor: 'I'—possessed: 'car'
un-kee naam 'their names'
Possessor: 'they'—possessed: 'names'

These words are used ONLY when the possessor is NOT the same person or thing as the agent of the verbal action. If, however, possessor and actor are identical, the word for 'my, your, their, her, his, its, our' is *apnaa* (*-ee, -ii*). Contrast:

māī apnee *ghar-mēē rahᵉtaa hūū* 'I live in MY house'
uoo-loog apnee *ghar-mēē rahᵉtee hāī* 'THEY live in THEIR house'
uoo-loog meeree *ghar-mēē rahᵉtee hāī* 'THEY live in MY house'
māī un-kee *ghar-mēē rahᵉtaa hūū* 'I live in THEIR house'
meeree *liiee khaanaa pakaatii hai* 'SHE cooks food for ME'
apnee *liiee khaanaa pakaatii hai* 'SHE cooks food for HERSELF'

F. *HOO RAHII HAI, GIR RAHAA THAA*, ETC.

Contrast:

kiaa abhii-tak baariš hoo rahii *hai?* 'is rain still being? i.e. is it still raining (right now?)
paanii abhii-tak gir rahaa *hai* 'Water is still in the process of falling, it is still raining (right now)'
bahot baariš hootii *hai* 'It rains much (in general)'
kiaa baraf kabhii girtii *hai?* 'Does it ever snow?'

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The verb stem plus *rahaa* (*-ee, -ii*) plus the verb 'to be' is used when one moment out of a continuous event is considered: "right now it is raining"; *khaa rahii hãĩ* 'they (women) are eating (at a given moment; but *khaatii hãĩ* 'they eat' [twice every day; no meat; etc.]).

Also note: *baariš hoo rahii thii* 'it WAS raining (just then); *mujh-koo dikhaa rahee thee* 'they WERE just showing me something (when that and that happened)'.

G. "BETTER, BEST; MORE, MOST".

čhatrii-see barsaatii kooT aččhaa hai 'a raincoat is better than an umbrella'

mãĩ garmii-kaa mausam sab-see ziaadaa pasand kartaa hũũ 'I like the summer best (of all ["better than all"] seasons).'

mãĩ kohʳraa sab-see kam pasand kartaa hũũ 'I like fog least (of all)'

There is no simple equivalent of the English "er" in "greatER", or "more . . . " in "MORE beautiful". All you say in Hindustani is "the raincoat is 'GOOD FROM' (better than) an umbrella." The words *ziaadaa* 'much, more' and *kam* 'little, less' are often found in comparison phrases containing *-see* 'than'. *sab-see aččhaa* 'good from all (better than all)' is the Hindustani equivalent of 'best'.

H. "TO GET, OBTAIN".

mujh-koo garam kapʀee kahãã miltee hãĩ 'where are warm clothes available to me, where do I get warm clothes?'

mujh-koo kapʀee milēē-gee 'To me clothes will be available, I shall obtain clothes'

The verb *milnaa* 'to meet' is also used in the meaning 'to be available'. In this case the idiomatic English expression would be 'to get, receive, obtain, find'. Note that the subject of *milnaa* is the THING obtained, and the person who obtains it is put into the oblique case followed by the particle *-koo*.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say?

Here are some more sentences with blanks for you to fill in:

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1. On account of the rain I can't go out
   baariš- --- ------ māī baahar jaa nahīī saktaa.
2. He looks like a sailor
   uoo jahaazii- --- ------ dikhtaa hai.
3. For soldiers the movie is not expensive
   ------ - --- ------ *sinamaa māhᵉgaa nahīī.*
4. I eat salt with the food
   māī khaanee- --- ------ namak khaataa hūū.
5. Against a strong wind an umbrella is no good
   zoor-kii hauaa- --- ------ čhatrii aččhii nahīī.
6. Without her they won't come
   ------ - --- ------ *nahīī aaēē-gee.*
7. I am going to town with my sister
   māī ------ bahen-kee saath šaher-koo jaataa hūū.
8. My wife lives with my parents
   ------ *biiuii* ------ *uaaldain-kee saath rahᵉtii hai.*
9. My wife lives with her parents
   ------ *biiuii* ------ *uaaldain-kee saath rahᵉtii hai.*
10. Please take off my shoes
    ------ *juutaa utaariiee.*
11. Please take off your shoes
    ------ *juutaa utaariiee.*
12. I am now eating
    māī abhii ------ ------ hūū.
13. I eat at twelve o'clock
    māī baaraa bajee ------ hūū.
14. My mother is preparing the food
    meerii māā khaanaa ------ ------ hāī.

Read aloud the following and pick out the expressions you think most suitable.

15. This is the highest building in town:
    a. *iee šaher-mēē sab-see ūūčii imaarat hai.*
    b. *is šaher-mēē bahot ūūčii imaartēē hāī.*
    c. *is šaher-mēē sab imaartēē ūūčii hāī.*
16. The hotel is bigger than the hospital:
    a. *hooTal-see aspataal baRaa hai.*
    b. *aspataal-see hooTal baRaa hai.*
    c. *hooTal sab-see baRaa hai.*
17. Where can I get some new shoes?
    a. *naee juutee kahāā beečtee hāī.*
    b. *mujh-koo naee juutee kahāā miltee hāī.*
    c. *mujh-koo naee juutee xariidnaa čaahiee.*
18. Does it ever snow in India?
    a. *kiaa hindustaan-mēē bariš kabhii hootii hai?*
    b. *kiaa hindustaan-mēē paanii kabhii girtaa hai?*
    c. *kiaa hindustaan-mēē barai kabhii girtii hai?*

Read the following questions aloud and be ready to speak out the answer to each one. Make your answers brief and to the point.

19. *kiaa iahāā-kaa mausam aap-koo pasand hai?*
20. *kiaa aap kohᵉree-see bariš ziaadaa pasand kartee hāī?*
21. *aap-koo kab paisaa milee-gaa.*
22. *kiaa aasmaan-par suuraj dikhtaa hai?*

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23. *baariš-kee liiee, kis kisim-kaa kooT sab-see ziaadaa aččhaa hai.*

24. *aap kab-tak iahaa rahēē-gee.*

25. *kiaa aaj kal-see ziaadaa ThanDii hai?*

26. *aap kis uajee-see iahāā rahᵉtee hāī.*

27. *kiaa aap apnaa kaam pasand kartee hāī?*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by your Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

Record 18A, after 6th spiral.

1. Preparing for rainy weather.

Das: *bhaaii mujh-koo bataaoo, čhatrii kahāā miltii hai. meeraa xiaal hai kee baariš hoonee-kaa xatraa hai.*

Aziz: *duusrii saRak-par, bahot baRii dukaan hai. uahāā čhatriiāā beečtee hāī.*

Das: *šukriiaa. kiaa iahāā-see baaīī taraf hai?*

Aziz: *jii nahīī janaab, siidhee jaaiiee, aur phir aap-kee daaīī taraf dukaan hai.*

Das: *meeraa xiaal hai kee iahāā-see dukaan deekh saktaa hūū.*

Record 18B, beginning.

2. Trying to buy an umbrella.

Das: *salaam janaab. kiaa aap dukandaar hāī?*

dukandaar: jii hāā. māī dukandaar hūū. aap-kee liiee kiaa kar saktaa hūū.

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Das: *mujh-koo baariš-kii uajee-see, čhatrii xariidnaa čaahiiee.*
kiaa aap-kee paas čhatriiāā hāī?

dukandaar: mujh-koo afsoos hai janaab, leekin māī čhatriiāā nahīī beečtaa.

Das: *too māī kiaa karūū.*
paanii abhii gir rahaa hai,
aur baariš xatam hoonee-tak, māī iahāā Thair nahīī saktaa.
meerii biiuii aspataal-mēē hai, aur māī us-koo deekhnaa čaahᵉtaa hūū,

dukandaar: aap aisee baahar nahīī jaa saktee.
māī aap-koo apnii čhatrii dūū-gaa.

Das: *bahot meherbaanii. māī čhatrii, jaldii uaapas laaūū-gaa. xudaa haafiz.*

Record 18B, after 1st spiral.

3. Ram Lal's father has a cold.

Aziz: *aap-kee baap ghar-mēē kiōō rahᵉtee hāī,*

Ram Lal: *uoo kučh bimaar hāī.*
rooz-rooz uoo ThanDii-mēē kaam kartee hāī.

Aziz: *uoo kahāā kaam kartee hāī.*

Ram Lal: *isTeešan-mēē.*
un-kaa kaam bahot saxt nahīī.
leekin kabhii kabhii, baariš-kii uajee-see, un-koo zukaam hootaa hai.
too un-koo ghar-mēē rahᵉnaa čaahiiee.

Aziz: *uoo Thiik hai.*
zukaam-kee liiee aaraam karnaa sab-see aččhaa hai.

Record 18B, after 2nd spiral.

4. How is the water in this place?

[Jim:][1] *salaam.*
kiaa aap hindustaanii samajhtee hāī?

[Das:][1] *jii hāā janaab. māī aččhii ṭaraa booltaa aur samajhtaa hūū.*

[Jim:][1] *kiaa aap is gaaōō-mēē rahᵉtee hāī?*

Das: *jii hāā. māī aur meeree baal-baččee hameešaa-see iahāā rahᵉtee hāī.*

Jim: *kiaa iahāā piinee-kaa paanii aččhaa hai?*

Das: *jii hāā. gaaōō-mēē bahot paanii nahīī. duur-see laanaa čaahiiee. leekin bahot aččhaa hai, aur biimaar hoonee-kaa xatraa nahīī.*

Jim: *kiaa abhii bahot loog gaaōō-mēē biimaar hāī?*

Das: *jii nahīī. abhii too aab-o-hauaa aččhii hai.*

Record 18B, after 3rd spiral.

5. [Protect yourself from the sun.][1]

[Das:][1] *kiaa zoor-kii dhuup aap-kee liiee aččhii nahīī?*

[1]Not on record.

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[Jim:][1] *jii nahīī janaab, māī amriikaa-see hūū.*
aur aisii saxt dhuup kabhii nahīī hootii.

Das: *dhuup-mēē baahar mat-jaaiiee.*
kiōō-kee biimaar hoonee-kaa xatraa hai.

Jim: *māī too fauj-mēē hūū, kiaa karūū, dhuup, garmii, ThanDii, meeree liiee sab eek hai.*

Das: *jii nahīī janaab. māī samajhtaa hūū.*
xudaa haafiz.

SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Go to a travel bureau and make arrangements for taking a trip. Inquire about the best means of transportation for you and your friends, the time of departure and arrival, and the probable costs. Find out about the climate of the place where you are going to stay and what sort of clothes you will need.
2. Describe your home to the class—the town, the house, your family and their occupations, and the local climate.
3. You arrive in a village accompanied by a friend who is ill—he has a cold because of the cold weather. Find the nearest hospital and arrange for his transportation there.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

[1] Not on record.

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FINDER LIST

a

aab-o-hauaa (*-ii*) climate
aasmaan sky
ai you!
aisaa such, in this way
apnaa see *Word Study*

b

baadal cloud
baahar outside
baariš (*-ii*) rain
baraf (*-ii*) snow, ice
barsaatii (*-ii*) raincoat
bilkul entirely
buxaar the fever

č

čāād moon
čhatrii (*-ii*) the umbrella

d

dhuup sunshine

g

garam warm
girnaa to fall

h

hauaa (*-ii*) wind

k

kabhii kabhii sometimes
kam less
koh°raa fog
kooT coat

mailaa dirty
mausam weather, climate
muškil difficult

r

rahaa see *Word Study*

s

saaf clean, clear
safar the trip, travel
safar karnaa to travel
sitaaraa star
suuraj sun

t

-tak until . . .
-ii taraa like, as

T

ThanDii (*-ii*) cold, winter

u

uajaa or *uajee* (*-ii*) reason
-ii uajaa-see because of, on account of

x

xatam hoonaa to be finished, to be ended
xatraa the danger

z

zoor power, force
zukaam cold (illness)

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UNIT 10

SCHOOL

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 19A, beginning.

Das explains to Paul his work as a teacher of Hindustani.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Paul:	
the teacher	*ustaad,*
Are you a teacher?	*kiaa aap ustaad hãĩ?*
Das:	
the school	*iskuul.*
to teach	*sikhaanaa.*
Yes, I teach in the school (lit. of) here.	*jii hãã. mãĩ iahãã-kee iskuul-mẽẽ sikhaataa hũũ.*
Paul:	
Tell me	*mujh-koo bataaiiee,*
each day	*har rooz,*
What do you do every day?	*aap har rooz kiaa kartee hãĩ.*

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Das:

the student	*taalib-ilm,*
the class	*kilaas.*
At exactly eight A.M. the students come to class.	*Thiik aaTh bajee subaa-mẽẽ, taalib-ilm loog, kilaas-koo aatee hãĩ.*
when	*jab,*
the noise	*šoor,*
be quiet!	*čup rahoo.*
When they make too much noise I tell them [to] be quiet!	*jab uoo bahot šoor kartee hãĩ, mãĩ un-koo kahᵉtaa hũũ, kee čup rahoo.*
the chair	*kursii,*
to sit down	*baiThnaa.*
the book	*kitaab,*
the table	*meez,*
to put down	*rakh deenaa.*
Then they take their seats, put their books on the table, and the class begins.	*too uoo apnii kursiiõõ-par baiThtee hãĩ, apnii kitaabẽẽ meez-par rakh deetee hãĩ, aur kilaas šuruu hootaa hai.*

Paul:

to teach	*paRhaanaa,*
What do you teach?	*aap kiaa paRhaatee hãĩ.*

Das:

the Hindustani language	*hindustaanii zabaan.*
to try to speak	*boolnee-kii koošiš karnaa.*
The students try to speak Hindustani.	*taalib-ilm loog, hindustaanii-mẽẽ, boolnee-kii koošiš kartee hãĩ.*
the question	*sauaal,*
the answer	*jauaab,*
They ask each other questions and give answers.	*uoo eek duusree-see, sauaal puuchtee hãĩ, aur jauaab deetee hãĩ.*

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about the news	*xabar-kii baabat.*
the conversation	*baatčiit,*
And we talk about the news.	*aur ham xabar-kii baabat baatčiit kartee hāī.*

Record 19B, beginning.

be careful!	*hušiaar rahoo.*
the mistake	*ġaltii.*
But before we talk I tell them: be careful not to make mistakes!	*leekin baatčiit karnee-kee ṗahᵉlee, māī un-koo kahᵉtaa hūū, kee hušiaar rahoo, kuch ġaltii mat-karoo.*
Paul:	
to write	*likhnaa.*
to learn	*siikhnaa.*
Don't they learn to read and write?	*kiaa uoo likhnaa ṗaʀhnaa nahīī siikhtee?*
Das:	
No.	*jii nahīī.*
Paul:	
the letter	*xat.*
the newspaper	*axbaar.*
Can't they write a letter and read a newspaper?	*kiaa uoo, xat aur axbaar likh ṗaʀh nahīī saktee?*
Das:	
Now they only learn to speak Hindustani but afterwards they may (perhaps) try to write.	*abhii uoo sirf hindustaanii boolnaa siikhtee hāī. leekin us-kee baad šaaed likhnee-kii, koošiš karēē.*
the paper	*kaaġaz,*
the pencil	*ṗinsil.*
the necessity	*zaruurat,*
They haven't any use for paper and pencil just now.	*abhii un-koo, kaaġaz aur ṗinsil-kii zaruurat nahīī.*

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Paul:
the class *darjaa.*
Does anything else happen in your class? *kiaa aap-kee darjee-mẽẽ kuch aur hootaa hai?*

Das:
suddenly *eek dam.*
dark *andheeraa.*
Sometimes the room suddenly goes dark. *kabhii kabhii, eek dam kamraa andheeraa hootaa hai.*

Paul:
Why (lit. for what reason)? *kis uajee-see.*

Das:
the electric light *bijlii-kii battii,*
broken *ʈuuʈaa.*
The electric light doesn't work [well]. *bijlii-kii battii ʈuuʈii hai.*

Paul:
What do you do then? *too aap kiaa kartee hãĩ.*

Das:
one of the boys *laʀkõõ-mẽẽ-see eek,*
One of the boys is very good at these things. *laʀkõõ-mẽẽ-see eek, is kaam-mẽẽ, bahot hušiaar hai.*

to fix *ʈhiik karnaa.*
I tell him to fix the light. *us-koo kahᵉtaa hũũ, battii ʈhiik karoo.*

Record 20A, beginning.

Paul:
the window *khiʀkii.*
Aren't there any windows in the room? *kiaa kamre-mẽẽ khiʀkiiãã nahĩĩ?*

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Das:
the light
Yes, but at eight A.M. there isn't much light outside.

roošnii.
jii hāā leekin aaTh bajee subaa-mēē, baahar bahot roošnii nahīī.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Combination of Consonants. When a *t*, *d*, or *r* comes immediately before or after a *T*, *D*, or *R* in a word or closely-knit phrase, you must make sure to give both sounds the proper value. In careful pronunciation each sound is pronounced by itself with a little catch in between. In rapid speech, you start with the tongue in front (back) position, and, WHILE the sound is held, shift your tongue to the back (front) position.

Record 20A, after 1st spiral.

Practice 1

paRhtee hāī	'(they) read, study'
baiThtii hūū	'I sit down (fem.)'
bahot Thiik	'quite right'
mat-Thairoo	'don't stay'

When one "voiceless" (*p t T č k ḳ f s š x*) and one "voiced" (*b d D j g z ġ*) consonant come together in a word or closely-knit phrase, the first usually is voiced if the second one is voiced, and voiceless if the second one is voiceless. For instance, if *d* comes before a *p* or *T* or *s*, etc., it may become "voiceless", i.e., be actually pronounced as a *t*. This type of replacement occurs in rapid speech. (See the forms given below in parentheses.)

Record 20A, after 2nd spiral.

Practice 2

kooT xariidtee hāī (*xariittee*)	'(they) buy the coat'
kaRee bheejtaa hūū (*bheečtaa*)	'I sell clothes'
hindustaanii samajhtaa hai (*samač(h)taa*)	'he understands Hindustani'
eek ghanTaa (*eeg ghanTaa*)	'one hour'

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SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. *KUČH* AND *KOOII* AS NOUNS.

1. *kiaa aap* kuch *čaah^{k}tee hāī?* 'do you want anything?'
   kuch *aur hootaa hai* '*something* else happens'
2. kooii *aur aap-kee saath rah^{k}taa hai* '*somebody* else lives with you'

Used as NOUNS by themselves, i.e., when not describing a following noun, *kuch* means 'something, anything' and *kooii*, 'somebody, someone, anybody, anyone'.

B. *KUČH* AND *KǪOII* AS ADJECTIVES.

1. *kuch khaanaa* 'some food'
   kuch tamaašaa 'some entertainment'
   kuch aur namak 'some more salt'
   kuch čiizēē 'some things'
   kuch narangiiāā nahīī 'not any oranges, no oranges'
   kuch garam kapREe 'some warm clothes'
2. *kooii kapRōō-kii dukaan nahīī* 'not any clothes shop, no clothes shop'
   kooii bačče 'some children'
   kooii naukar nahīī 'not any servants, no servants'

When used as ADJECTIVES (i.e. when describing a following noun), *kuch* and *kooii* correspond to the English 'some, any'. In this construction, *kooii* (rather than *kuch*) is used to emphasize INDIVIDUAL persons and objects, rather than mass nouns. Compare, for instance:

kuch xabar 'some news, any news'
kooii xabar 'some, any particular news item'

Thus, the meaning of *kooii dukaan nahīī* comes close to 'not one single shop'.

Note (1) *kuch* may also modify another adjective: *kuch biimaar* 'somewhat ill'.

(2) the forms *kuch* and *kooii* are largely straight case forms (that is, not oblique case forms) and are not ordinarily used before particles or noun plus particle.

C. *NAHĨĨ.*

1. *uoo nahīī aačē-gee* 'they won't come'
2. *meeraa xiaal nahīī* 'it is not my opinion, I don't think so'
3. *māī us-koo nahīī jaantaa* 'I don't know him, her'

nahīī by itself or in the phrase *jii nahīī* means 'no'.

1. *nahīī* is the equivalent of 'not' in most sentences expressing a plain statement.

2. Furthermore, with most speakers *nahīī* means 'am not, is not, are not'. In other words, *nahīī* is usually NOT followed by *hūū, hai, hāī*. Compare:

meeraa xiaal hai 'it IS my thought'
meeraa xiaal nahīī 'it IS NOT my thought'

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3. The same is true of present tense verb forms. Compare:

māī us-koo jaantaa hūū 'I know him'
māī us-koo nahīī jaantaa 'I DON'T know him'

Note: *nahīī* in a breath group is usually emphasized by higher pitch.

D. *MAT-*

takliif mat-karoo 'don't take trouble, don't bother'
kuch galiii mat-karoo 'don't make any mistakes'

'not' in expressions of command ("don't . . .") or suggestions is *mat-*. Thus,

mat-karoo 'don't do'
mat-kiijiiee 'please don't do'
mat-aēē 'you ought not to come'
mat-karēē 'you should not do it'

Note: *mat-* usually takes the highest pitch in a breath group.

E. "NOTHING, NOBODY, NO, NONE."

1. *kuch nahīī* 'not anything, NOTHING'
   kooii nahīī 'not anybody, NOBODY'
2. *kuch xatraa nahīī* 'not any danger, NO danger'
   kuch narangiiāā nahīī 'not any oranges; NO oranges'
   kooii kapṛōō-kii dukaan nahīī 'NO clothes shop'
   kooii naukar nahīī 'NO servants'
3. *kuch galtii mat-karoo* 'don't make any mistakes, make NO mistakes'

Where English has the simple words, 'nothing, nobody, none, no', Hindustani has to say 'not anything, not anybody, not any, not some'. The choice of *kuch* and *kooii* follows, of course, the rule given in Comments A ("nothing, nobody, no one") and B ("no"); for *nahīī* and *mat-* see the preceding Comment.

F. DIRECT AND INDIRECT DISCOURSE.

un-koo kah^{e}taa hūū kee čup rahoo 'I tell them: be quiet; I tell them they should be quiet; I tell them to be quiet'
un-koo kah^{e}taa hūū kee hušiaar rahoo 'I tell them: be careful; I tell them they should be careful; I tell them to be careful'

In relating the contents of somebody's utterance or thoughts ("he SAYS THAT . . . , he TELLS me TO . . . , he ASKS WHY . . . , he THINKS: ". . ."), Hindustani often follows a very simple procedure. As a rule, the utterance is given in direct quotation, just the way the speaker says it. There is very little of the "indirect discourse" of English and other languages. Instead of "I shall tell them that they are wrong," Hindustani says: *māī un-koo kahūū-gaa kee aap galat hāī* "I shall tell them : you are wrong." Instead of saying "She asks me what she should do." Hindustani speakers often say *mujh-see puuchtii hai kee kiaa karūū*. "She asks me : "What should I do?" Literally, then, the *kee* has, in such cases, only the function of a colon. It can also be omitted.

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G. SOME REMARKS ON WORD ORDER.

Now that you are familiar with many sentences, a few remarks about the arrangement of words in a sentence are in order. In many instances, word order is optional; in other words, it often does not matter which you put first in a sentence and which later. There are a few things, however, which generally hold true.

1. *māī biimaar hūū.* 'I am ill'
   kiaa aap baal kaTaaēē? 'Should you have your hair cut?'
   uoo iee kitaab kiōō paRhtee hāī. 'Why do they read this book?'
   The verb form comes at the end of the sentence.

2. *uoo loog iee kitaab paRhtee kiōō hāī.* or:
   uoo loog iee kitaab kiōō paRhtee hāī. 'Why do they read this book?'
   aap-kee baap-kii mooTar kahāā hai. 'Where is your father's car?'
   narangiiāā kis-koo bheejūū. 'To whom shall I send the oranges?'

In SPECIFIC QUESTIONS, the "question word" (*kiaa, kaun, kiōō*, etc.) comes preferably NOT at the beginning of the sentence (as in English), but later, and often immediately before the verb. Remember that it is more strongly emphasized than the rest of the sentence.

3. kiaa *uoo aap-kee ghar-par rahᵉtee hāī?* 'Do they stay in your house?'
   andar jaanee-kee pahᵉlee, kiaa *ham-koo juutaa utaarnaa čaahiiee?* 'Do we have to take off our shoes before we go inside?'

Yes-or-no questions are often begun with an untranslatable *kiaa*. However, expressions of time, place or manner (especially when they are of some length) may precede the question proper which starts with *kiaa*: "Before taking off our shoes, . . . must we take off our shoes?"

2. Covering English and Hindustani of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

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2. Covering the English of Basic Sentences
(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Here are some more sentences with blanks for you to fill in:

1. Is there any danger.
   kiaa kučh ------ hai?
2. Is there any news?
   kiaa kučh ------ hai?
3. Where is the newspaper?
   ------ kahāā hai.
4. How many chairs are there in the room?
   kamree-mēē kitnii ------ hāī.
5. How many books were there in the room?
   kamree-mēē kitnii ------ thīī.
6. The windows are broken.
   ------ ᴛuuᴛii hāī.
7. The students come to class every day.
   har rooz taalib-ilm kilaas-koo ------ hāī.
8. The students are now coming to class.
   abhii taalib-ilm kilaas-koo ------ ------ hāī.
9. What do you learn in school?
   iskuul-mēē aap kiaa ------ hāī.
10. The teacher teaches reading and writing.
    ustaad likhnaa paʀhnaa ------ hai.
11. The students make much noise.
    taalib-ilm bahot ------ ------ hāī.
12. The students make many mistakes.
    taalib-ilm bahot ------ ------ hāī.
13. When does the class begin?
    kilaas kab ------ ------ hai.

Read aloud the following and pick out the expressions you think most suitable.

14. The students learn Hindustani.
    a. *taalib-ilm-loog hindustaanii paʀhaatee hāī.*
    b. *taalib-ilm-loog hindustaanii siikhtee hāī.*
    c. *taalib-ilm-loog hindustaanii sikhaatee hāī.*
15. The teacher tells them: be careful!
    a. *ustaad un-koo kahᵉtaa hai kee čup rahoo.*
    b. *ustaad un-koo kahᵉtaa hai kee kučh ġaltii mat-karoo.*
    c. *ustaad un-koo kahᵉtaa hai kee hušiaar rahoo.*

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16. I need a newspaper
    a. *mujh-koo axbaar-kii zaruurat hai.*
    b. *mujh-koo kaaGaz-kii zaruurat hai.*
    c. *mujh-koo kitaab-kii zaruurat hai.*

17. I talk about India
    a. *mãĩ hindustaanii boolnee-kii kooširš kartaa hũũ.*
    b. *mãĩ hindustaanii paRhnaa nahĩĩ saktaa.*
    c. *mãĩ hindustaan-kii baabat baatčiit kartaa hũũ.*

Read aloud the following questions and be ready to speak out the answer to each one. Make your answers brief and to the point.

18. *is darjee-mẽẽ kitnee taalib-ilm hãĩ.*
19. *aap-kee ustaad-kaa naam kiaa hai.*
20. *aap kiaa siikhtee hãĩ.*
21. *kiaa aaj axbaar-mẽẽ kuch xabar hai?*
22. *aap kaun axbaar paRhtee hãĩ.*
23. *aap apnaa kooT kahãã rakh deetee hãĩ.*
24. *is kamree-mẽẽ kitnii kursiiãã hãĩ.*
25. *apnee doost-see kuch sauaal puuchiiee.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again, if necessary, then take parts and carry on the conversation.

Record 20A, after 3rd spiral.

1. Talking about the climate.

Jim: *iahãã-kee mausam-kii baabat baatčiit karẽẽ.*

Fatima: *ačchaa. aap mujh-see kuch sauaal puuchiiee, aur mãĩ aap-koo jauaab deenee-kii kooširš karũũgii.*

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Jim: *too mujh-koo bataaiiee, kiaa iahāā-kaa mausam aap-koo pasand hai?*

Fatima: *jii hāā.*
māī iahāā-kaa mausam, sab-see ziaadaa pasand kartii hūū.

Jim: *kis uajee-see.*

Fatima: *kiõõ-kee hameešaa eek taraa nahīī.*
eek din baraf girtii hai, aur duusree din-mēē dhuup hootii hai.
kabhii kabhii baadlõõ-kii uajaa-see, andheeraa hootaa hai,
aur eek ghanTee-kee baad aasmaan bahot saaf hai.

Jim: *too aap kabhii nahīī jaan saklīī kee kis ḳisim-kaa mausam hootaa hai?*

Fatima: *jii hāā. hameešaa mujh-koo barsaatii-kii zaruurat hai.*

Jim: *meeraa xiaal hai kee meeree liiee iee mausam ačchaa nahīī.*

Record 20A, after 3rd spiral.

2. Das shows Aziz his new house.

Das: *andar aaiiee janaab, māī aap-koo apnaa naiaa ghar dikhaanaa čaahᶜtaa hūū.*
iee baiṬhnee-kaa kamraa hai,
khiRkiiõõ-see sab din bahot dhuup aatii hai,
aur is liiee is kamree-mēē bahot roošnii hai.

Aziz: *iee bahot ačchaa kamraa hai.*

Das: *māī bahot xuš hūū kee aap-koo pasand hai.*
iee duusraa khaanee-kaa kamraa hai, aur uupar sab soonee-kee kamree hāī.
kiaa aap uoo deekhnaa čaahᶜtee hāī?

Aziz: *māī bahot thakaa hūū, aur aaraam karnaa čaahᶜtaa hūū.*

Das: *hušiaar rahiiee, us kursii-par mat-baiṬhiiee.*

Aziz: *kiõõ. kiaa uoo ṬuuṬii hai?*

Das: *jii hāā hamaarii sab kursiiāā bahot puraanii hāī; ham-koo naii kursii-kii zaruurat hai.*

Aziz: *too māī meez-par baiṬhūū.*

Record 20B, beginning.

3. Preparing to write a letter.

Jim: *māī apnii biiuii-koo xat bheejnaa čaahᶜtaa hūū.*
kiaa aap-kee paas kuch kaaġaz hai?

Ram Lal: *meeraa xiaal hai kee meez-par kuch kaaġaz hai.*

Jim: *meherbaanii.*
phir mujh-koo bataaiice, pinsil kahāā miltii hai?
pinsil-kee baġair māī xat nahīī likh saktaa.

Ram Lal: *aap meerii pinsil-see likh saktee hāī,*
kiaa māī aap-kee liiee kuch aur kar saktaa hūū?

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Jim: *jii hãã. mujh-koo kaḥiiee kee aaj kaun din hai.*

Ram Lal: *mãī nahīī jaantaa.*
axbaar-mẽẽ deekhiiee.

Record 20B, after 1st spiral.

4. Newspapers.

Jim: *axbaar kab miltaa hai.*

Das: *rooz aaTh bajee.*

Jim: *too xariidnee-kee liiee baahar saʀak-par jaanaa čaahiiee?*

Das: *jii nahīī. hamaaree ghar-mẽẽ bheejtee hãī.*

Jim: *kiaa aap axbaar pasand kartee hãī?*

Das: *mãī janaab?*
jii nahīī. mãī too likh paʀh nahīī saktaa.
kiaa aap.čaahᵉtee hãī?

Jim: *jii nahīī meherbaanii. mãī baad-mẽẽ xariidũũ-gaa.*

Record 20B, after 2nd spiral.

5. Book Shop.

Ram Lal: *salaam.*

Jim: *salaam. mujh-koo kučh kitaabẽẽ čaahiiee.*

Ram Lal: *kis kisim-kii janaab,*
meeree paas sab zabaanõõ-kii kitaabẽẽ hãī.

Jim: *kučh hindustaanii kitaabẽẽ hãī?*

Ram Lal: *zaruur janaab. uoo sab duusrii meez-par hãī.*
kiaa aap hindustaanii paʀhtee hãī?

Jim: *hindustaanii paʀhnaa siikh rahaa hũũ.*
aur kučh aasaan kitaabẽẽ, axbaar uaɡairaa uaɡairaa.

Ram Lal: *hindustaanii-mẽẽ baatčiit karnaa too aap ačchii taraa jaantee hãī janaab,*

Jim: *bahot meherbaanii janaab.*
meeree ustaad bahot ačchee thee.

Ram Lal: *šaaed iee kitaab aap-kee liiee ačchii hoo.*

Jim: *kis čiiz-kii baabat hai.*

Ram Lal: *iee mazeedaar kitaab, safar-kii baabat hai.*
aap hindustaan-kii baabat us-mẽẽ, sab paʀhčẽẽ-gee.

Jim: *muškil too nahīī?*

Ram Lal: *meeraa xiaal nahīī, thooʀii kooširš kiijiiee;*

Jim: *salaam.*

Ram Lal: *salaam.*

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SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences

(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You take your little sister, Fatima, to a store. Explain to the shopkeeper that she has never been in school, that she will go to school next week, and ask him what he thinks she'll need. The shopkeeper will try to sell you as many things as he can. Be sure to bargain for every article he tries to sell you.
2. As well as you can with your present vocabulary describe the room in which you are now sitting. Mention the people in it as well as the furniture.
3. You and your friend decide to converse about India. Ask each other questions: how far it is from here, how long it takes to get there. Talk about the climate, the people, the cities, rivers, and anything else that occurs to you.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of previous lessons if necessary.

FINDER LIST

a

andheeraa	dark, darkness
axbaar	newspaper

b

-ii baabat	about . . .
baatčiit (*-ii*)	conversation
baiṭhnaa	to sit down
battii (*-ii*)	wick
bijlii (*-ii*)	lightning
bijlii-kii battii	(lit. 'lightning wick') the electric light

č

čup	quiet
čup rahoo	be quiet!

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d	
dam	breath
eek dam	at once, suddenly, altogether
darjaa	class, grade, story of a house
g	
ġaltii (*-ii*)	the mistake, error
h	
har	each, every
hušiaar	attentive, clever, careful
i	
iskuul	school
j	
jab	when (except in questions)
jauaab	the answer
k	
kaaġaz	paper
khiʀkii (*-ii*)	window
kilaas	class
kitaab (*-ii*)	book
-kii koošiš karnaa	to try
kursii (*-ii*)	chair
l	
likhnaa	to write
meez (*-ii*)	table
m	
paʀhaanaa	to teach
pinsil (*-ii*)	pencil
r	
rakh deenaa	to put down
roošnii (*-ii*)	light
s	
sauaal	question
siikhnaa	to learn
sikhaanaa	teach
š	
šoor	noise
t	
taalib-ilm	student
T	
TuuTaa	broken
u	
ustaad	teacher
x	
xabar (*-ii*)	news
xat	letter
z	
zabaan (*-ii*)	language
zaruurat (*-ii*)	necessity, need

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UNIT 11

TRAVEL

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then twice more individually.

1. Basic Sentences

Record 21A, beginning.

John tells Paul his plans for a vacation trip.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Paul:	
you	*tum,*
vacation	*čhuTTii,*
When will you get your vacation?	*tum-koo kab čhuTTii milee-gii.*
John:	
I'll get leave next week.	*duusree haftee-mẽẽ mujh-koo čhuTTii milee-gii.*
Paul:	
What will you do then?	*too tum kiaa karoo-gee.*
John:	
I want to travel.	*māī safar karnaa čaahᵗtaa hũũ.*
easy	*aasaan.*
But traveling is not easy these days.	*leekin in dinõõ, safar karnaa aasaan nahīī.*

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war	*laʀaaii.*
ship	*jahaaz.*
dangerous	*xatarnaak.*
Because of the war it's very dangerous to go by ship.	*laʀaaii-kii uajee-see, jahaaz-see jaanaa bahot xatarnaak hai.*
Paul:	
to some people	*kisii-koo,*
the airplane	*hauaaii jahaaz,*
Some people like airplanes best.	*kisii-koo hauaaii jahaaz, sab-see ziaadaa pasand hai.*
Why don't you travel by airplane?	*tum hauaaii jahaaz-see kiõõ nahĩĩ safar karoo,*
John:	
Because it costs too much money.	*kiõõ-kee bahot paisaa lagtaa hai.*
year	*saal.*
railroad	*reel.*
I think (that) this year I'll just travel by train.	*meeraa xiaal hai, kee is saal-mẽẽ, sirf reel-gaaʀii-see safar karũũ-gaa.*
Paul:	
Do you know where you'll go?	*kiaa tum jaantee hoo, kee tum kahãã jaaoo-gee?*
John:	
the mountain	*pahaaʀ,*
Maybe I'll go to the mountain[s].	*šaaed mãĩ pahaaʀ-koo jaaũũ-gaa.*
the place	*jagaa.*
I know a very beautiful place there.	*uahãã mãĩ eek bahot xuubsuurat jagaa jaantaa hũũ.*
Paul:	
to enjoy one's self	*mazaa karnaa.*
I hope (that) you'll have a good time.	*mujh-koo ummiid hai kee tum mazaa karoo-gee.*

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At the station. John talks to the ticket agent.

John:
the ticket seller
Are you the ticket seller? — *ṭikiṭ baabuu, kiaa tum ṭikiṭ baabuu hoo?*

Aziz:
Yes, sir. — *jii hāā janaab.*

Record 21B, beginning.

What can I do for you? — *māī aap-kee liiee kiaa kar saktaa hũū.*

John:
Simlaa
How much is a ticket to Simlaa? — *šimlaa. šimlee-kaa kitnaa ṭikiṭ hai.*

Aziz:
What kind of a ticket? — *kis ḳisim-kaa.*

Just one-way or round-trip? — *sirf jaanee-kaa? iaa jaanee aanee-kaa.*

John:
There's nothing definite about coming [back]. — *aanee-kaa kučh ṭhiik nahīī.*

Just give me a one-way ticket. — *mujh-koo sirf jaanee-kaa ṭikiṭ diijiiee.*

Aziz:
(In) which class will you travel? — *aap kis darjee-mẽẽ jaẽẽ-gee.*

John:
third
(In the) third class. — *tiisraa. tiisree darjee-mẽẽ.*

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to arrive
Can you tell me when this train will get to Simla?

pahōčnaa.
kiaa tum mujh-koo bataa saktee hoo kee iee gaaʀii kab šimlee-mēē pāhʰčee-gii?

Aziz:

I think the train'll be a little late.

meeraa xiaal hai kee gaaʀii-koo kuč deer hoo-gii.

But you'll surely be in Simlaa before night.

leekin aap zaruur, raat hoonee-kee pahʰlee, šimlee-mēē hōō-gee.

John:

the suitcase
the coat
to leave
Can I leave my suitcase and my coat here?

bakas.
kooT.
čhooʀnaa.
kiaa māī apnaa bakas, aur apnaa kooT iahāā čhooʀ saktaa hūū?

Aziz:

Certainly, sir.

xušii-see janaab.

the property
the office
Put your things in the office.

saamaan.
daftar.
apnaa saamaan daftar-mēē rakh diijiiee,

please
the clerk
brown
But please be careful and tell the clerk that the brown coat is yours.

meherbaanii-see,
munšii.
xaakii.
leekin meherbaanii-see hušiaar rahiiee, aur munšii-koo kahiiee, kee aap-kaa kooT, xaakii hai.

stupid
the color
You see he's a very stupid man and might give you a coat of another color.

beeoḳuuf.
rang.
kiōō-kee uoo bahot beeoḳuuf aadmii hai, aur aap-koo šaaed, duusree rang-kaa kooT dee.

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Record 22A, beginning.

More Numbers

twenty-one	*ikaais.*
twenty-two	*baais.*
twenty-three	*teeis.*
twenty-four	*čaubis.*
twenty-five	*pačiis.*
twenty-six	*čhabbis.*
twenty-seven	*sattaais.*
twenty-eight	*aṬhaais.*
twenty-nine	*untis.*
thirty	*tiis.*

After going through the *Basic Sentences* individually,

2. Check Your Pronunciation

1. From now on there will be no practices on particular points of pronunciation. You must however always be sure

to distinguish between all the vowels,
to pronounce long consonants long,
to pronounce the *h* where it belongs, and to avoid any puff of breath where it doesn't,
to distinguish between front *t*, *d* and back *ṭ*, *ḍ*, and between *ʀ* and *r*,
to distinguish *h* from *x*,
not to overstress certain syllables and slur others,
and in general to go out of your way to imitate the records or your Guide as closely as you can.

2. Whenever your Guide pronounces a word in a way which is different from the one suggested in our *Aids to Listening*, follow him. Although local and individual speech differences among Hindustani speakers are not too great, they do exist. Thus, you may hear *sigraiṬ* or *sigreeT* instead of *sigreeT*, *moaaf* instead of *maaf*, *Ṭhahernaa* and *Ṭhahᵉriiee* instead of *Ṭhairnaa* and *Ṭhairiiee*, *soolahᵉ* instead of *soolaa*, *untiis* instead of *untis* (and other similar variations in the numbers), *umr* instead of *umar*. The speaker on the record himself varies between *uajaa-see* and *uajee-see*, *xubsuurat* and *xuubsuurat*, *rupiaa* and *rupaiaa*, *bimaar* and *biimaar*. Note that these are exceptional cases. In the vast majority of words no such variations are allowed.

SECTION B—WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (Individual Study)

A. "YOU", LESS POLITE.

The word with which to address one person or several persons politely is, of course, *aap* 'you'. In a sentence it is a plural, that is, it goes with plural verbs such as *boolt*ee h*āī*, *kar*ēē(-gee, -gii), *th*ee, *th*ii. Now note the following examples:

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1. tum *kiaa karoo*-gee 'what will you do?'
   tum *kiõõ nahĩĩ safar karoo* 'why should you not travel?'
   kiaa tum *jaantee* hoo *kee* (tum) *kahãã jaaoo-gee?* 'do you know where you will go?'
   tum *bahot mazaa karoo*-gee 'you will enjoy it very much'
   tum *TikiT baabuu* hoo 'you are the ticket agent'
   tum *bataa saktee* hoo 'you can tell me'
2. tum-*koo kab čhuTTii milee-gii* 'when will there be available leave TO YOU; when will you get a furlough?'

1. A less polite, or more intimate, expression for 'you' (one or several persons) is *tum*. The verb 'to be' and the subjunctives have a special *tum*-form in *-oo*:

(*tum*) *hoo*	'you are'
kiaa (*tum*) *jaaoo?*	'should you go'
(*tum*) *kiaa karoo*	'what should you do'

You see that this subjunctive form is identical with the not-so-polite command *karoo* 'do!', *booloo* 'speak!'

As far as number and case endings are concerned, the *tum*-forms are masculine or feminine PLURALS (endings *-ee, -ii*):

(*tum*)*jaantee* (or *jaantii*) *hoo*	'you know'
(*tum*) *karoo*-gee	'you will do'
(*tum*) *jaaoo-gii*	'you (women) will go'
tum aččhee hoo	'you are well'
tum kaisee hoo	'how are you?'

2. Before particles, *tum-* has no special form (just like *ham-* 'us'): *tum-koo* 'to you', *tum-par* 'upon you'. *tum-* (again just like *ham-*) cannot, however, be combined with *-kaa* (*-ee, -ii*). The expression for 'your(s)' is *tumhaaraa* (note the difference in sound between *ha*maaraa 'our' and *tu*mhaaraa 'your'): *tumhaaree saamaan-koo* 'to your baggage'; *tumhaaree paas . . . hai* 'you have . . . '; *tumhaarii taraa* 'like you'.

3. You may find it helpful to have certain of the verb forms combined in a chart:

'speak(s)'	'may (shall, will) speak'
maĩ booltaa hũũ	*boolũũ*(-*gaa*)
maĩ booltii hũũ	*boolũũ*(-*gii*)
aadmii booltaa hai	*boolee*(-*gaa*)
aurat booltii hai	*boolee*(-*gii*)
loog, aap, ham booltee hãĩ	*boolẽẽ*(-*gee*)
aurtẽẽ, aap, ham booltii hãĩ	*boolẽẽ*(-*gii*)
tum booltee hoo	*booloo*(-*gee*)
tum booltii hoo	*booloo*(-*gii*)

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4. Note: (1) *aap* is not infrequently used with the *tum*-forms of the verb: *aap kaisee hoo* 'how are you?'; *aap mazaa karoo-gee* 'you will enjoy it'.

(2) In the masculine past tense form, *tum*, being a plural, goes with *thee*:

tum kaisee thee	'how were you?'
tum iahãã thee	'you were here'.

However, in addressing women, most speakers use *thii* rather than *thīī* with *tum*. Compare:

ham, aap acchee thee; *ham, aap acchii* thii 'we, you, are well'

tum acchee thee, tum acchii thii 'you are well'

B. SUBJUNCTIVE AND FUTURE OF THE VERB "TO BE".

gaaRii-koo deer hoo-*gii*	'to the train there will be a delay' 'the train will be late'
aap šimlee-mẽẽ hõõ-*gee*	'You will be in Simla'

The subjunctive and future of the verb 'to be' is *maī hūū*(*-gaa, -gii*) 'I may (shall) be'; *aadmii, aurat, uoo hoo*(*-gaa, -gii*) 'he, she . . . may (will) be' *loog, ham, aap hõõ*(*-gee, -gii*) 'they, we, you . . . may (will) be' *tum hoo*(*-gee,* -gii) 'you may (will) be'.

C. LOSS OF SHORT VOWEL BEFORE CONSONANT PLUS VOWEL.

gaaRii pahõčtii hai	'the train arrives'
gaaRii pāhºčee-gii	'the train will arrive'

Verb stems, just as nouns, may end in the sequence: vowel plus consonant plus vowel plus consonant (. . . VCVC). Before an ending which starts with a vowel, the sequence is transformed into (. . . VCC-) (See Unit 7, Comment A; Unit 8, Comment A.) Compare: *sa*majht*ii hai* 'she understands'

*sa*mjhee-*gii*	'she will understand'
*sa*mjhūū-*gaa*	'I shall understand'

pahõčnaa is treated the same way; but the *õ*, instead of being dropped completely, blends into the *h*: *hº* (cf. *bahen* 'sister' vs. *bahᵉnẽẽ* 'sisters'), and the whole syllable is actually pronounced through the nose: *-ãhº-* :

*p*ahõčt*ee hãī*	'they arrive'
*p*ãhºčẽẽ-*gee*	'they will arrive'

D. *KISII*.

kisii-koo hauaaii jahaaz pasand hai	'to some(body) an airplane is pleasant, some like an airplane'

The oblique case of *kučh* and *kooii* is *kisii*:

kisii-kii baabat	'about somebody, something'
kisii čiizõõ-see	'from some things'
kisii taraf	'in any direction'

E. OBLIQUES WITHOUT PARTICLES.

in dinõõ '(in) these days'
is saal '(in) this year'
duusree haftee '(in the) next week'

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In a large number of more or less set phrases the oblique case is used WITHOUT a particle following. Such phrases are chiefly indications of time, place, or manner. Here are a few other examples:

ghar jaanaa	'to go home'
duusree mahiinee	'(in the) next month'
us jagaa	'(in) that place, there'

Note that one says *is saal* 'this year', but always *is mangal-koo* (with a particle) 'this Tuesday'

It is easy to see that *liiee*, *paas*, *saath*, *pahᵉlee*, *baad* (masculines), *taraf*, *taraa*, *baabat* (feminines) are really oblique nouns of the type described. Compare:

is jagaa	'(in this) place'
is taraa	'in this fashion'
is saal	'(in) this year'
is liiee	'(for) this sake, therefore'

Also contrast:

iee jagaa ačchii hai 'this place is good'
is jagaa kuch paanii nahīī '(in) this place there is no water'
uoo saal garam thaa 'that year was warm'
us saal garmii bahot thii '(in) that year there was much heat'

F. "WHEN, WHERE."

1. *kiaa tum mujh-koo bataa saktee hoo kee iee gaaʀii kab šimlee-mee pāhᵒčee-gii?* 'can you tell me when this train will get to Simla?'

jab uoo bahot šoor kartee hāī 'when they make too much noise, then . . . '

The English 'when' is rendered either by *jab* or by *kab*. *kab* is used in questions, either direct (*gaaʀii kab jaatii hai* 'When does the train leave') or reported (*bataaiiee kee gaaʀii kab jaatii hai* 'tell me at what time the train leaves' or *mujh-koo maaluum nahīī kee gaaʀii kab pāhᵒčee-gii* 'I don't know when the train will get in'). The *kee* in the reported questions may, of course, be omitted. Remember that *kab* in a sentence is always strongly stressed. *jab*, on the other hand, serves to correlate two events in time; it really means 'when . . . , then . . '. The equivalent of 'then', in this case, is often *too*, e.g. *jab šoor kartee hai, too un-koo kahᵉtaa hūū* 'when they are noisy, (then) I tell them'.

2. *kiaa tum jaantee hoo kee tum kahāā jaaoo-gee* 'do you know where you'll go?'

In this example you find the question word *kahāā* 'where' in a reported question rather than in a direct one. It is used in exactly the same way as is *kab* in the examples cited above.

G. MORE ABOUT SUBJUNCTIVE AND FUTURE.

1. *aaoo čalēē* 'let's go'
phir čalēē 'let's go'
šaaed šaadii karee 'she may marry'
too naaʀak iaa sinamaa deekhēē 'why not go see a theater or movie'

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These examples show that the subjunctive is used in a great variety of situations, with a great variety of English equivalents. Here are a few pointers: *šaaed* 'perhaps, probably' is regularly used with a subjunctive (but also with the future: *šaaed rahūū-gaa* 'maybe I'll stay). The plural form in *-ēē* with or without preceding *aaoo* 'come on' corresponds to our 'let's . . . ' or 'why not . . . '. Incidentally, the same plural form referring to *aap* (which may or may not be explicitly stated in the sentence) is used in polite suggestions:, with question tone ("?"): (*aap-loog*) *andar aaee?* 'would you care to come in, would you people mind walking in?'. In addition to this, remember the old examples where the subjunctive is used in doubtful questions such as *kab aaūū* 'when should I come?'.

2. The future (that is, the subjunctive followed by *-gaa*, *-gee* or *-gii*) is used much more widely and consistently than any of its so-called English counterparts. Where the Hindustani speaker says *ham-loog iahāā rahēē-gee*, an American might say (according to the situation) 'we shall stay, we'll stay, we are going to stay, we'll be staying, we are staying . . . here'. Also, in questions such as *kuch duudh piēē-gee?* 'will you have some milk, would you like (to have) some milk?', Hindustani uses the future. Keep these things in mind for conversation practice!

2. Covering English and Hindustani of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Hindustani, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Hindustani. Check up on anything you do not know, until you are sure of everything.

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3. What Would You Say? (Individual Study)

Here are some more sentences with blanks for you to fill in:

1. When will he get leave?
   us-koo kab ------ milee-gii.
2. When will he get an umbrella?
   us-koo kab ------ milee-gii.
3. She wants to go outside
   uoo ------ jaanaa čaahᵉtii hai.
4. She wants to go to the mountains
   uoo ------ - --- jaanaa čaahᵉtii hai.
5. Does it ever rain here?
   kiaa iahãã ------ paanii girtaa hai?
6. When does it rain here?
   iahãã ------ paanii girtaa hai.
7. When it rains here, traveling becomes very difficult.
   ------ iahãã paanii girtaa hai, safar karnaa bahot muškil hai.
8. Where do you live?
   tum kahãã ------ ------.
9. Are you a servant?
   kiaa tum naukar ------?
10. Where will you stay tomorrow?
    kal tum kahãã ------.
11. In which ship will he go?
    ------ jahaaz-mẽẽ jaaee-gaa.
12. He will go to some place
    ------ jagaa-koo jaaee-gaa.

Read aloud the following and pick out the expressions you think most suitable.

13. Traveling is very dangerous.
    a. *safar karnaa bahot aasaan hai.*
    b. *safar karnaa bahot xatarnaak hai.*
    c. *safar karnaa bahot muškil hai.*
14. He goes third class
    a. *uoo pahᵉlee darjee-mẽẽ jaataa hai.*
    b. *uoo duusree darjee-mẽẽ jaataa hai.*
    c. *uoo tiisree darjee-mẽẽ jaataa hai.*
15. A clerk works in an office
    a. *munšii daftar-mẽẽ kaam kartaa hai.*
    b. *munšii kaarxaanee-mẽẽ kaam kartaa hai.*
    c. *munšii bahot beoḳuuf aadmii hai.*

Read aloud the following questions and be ready to speak out the answer to each one. Make your answer brief and to the point.

16. *aap-kii umr kiaa hai.*
17. *aap-koo kab čhuTTii milee-gii.*
18. *kiaa safar karnaa aap-koo pasand hai?*

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19. *laʀaaii-kee baad aap kiaa karēē-gee.*

20. *kiaa aap-kaa xiaal hai kee kal baariš hoo-gii?*

21. *aap-kaa kooT kis rang-kaa hai.*

22. *kiaa aap kabhii pahaaʀ-mēē thee?*

23. *is imaarat-mēē kitnee darjee hāī.*

24. *kiaa aap-koo jahaaz-see, reel gaaʀii ziaadaa pasand hai?*

25. *kisii-koo kuch sauaal puuchiiee.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Hindustani for each of the exercises in the preceding section, when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Hindustani for each English expression, without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Hindustani immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

Record 22A, after 1st spiral.

1. In a hotel.

Jim: *kiaa tum munšii hoo?*

Das: *jii hāā janaab.*
māī aap-kee liiee kiaa kar saktaa hūū.

Jim: *meeraa naam* Brown *hai.*
kiaa meeraa kamraa taiiaar hai?

Das: *thooʀii deer Thairiiee janaab.*
māī kitaab-mēē deekhtaa hūū.

Jim: *aččhaa.*

Das: *mujh-koo afsoos hai. leekin aap-kee kamree-mēē abhii-tak kooii loog rahʰtee hāī.*

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Jim: *kiaa tum mujh-koo duusraa kamraa dee saktee hoo?*
safar-kii uajaa-see māī bahot thakaa hūũ, aur aaraam karnaa čaahᵉtaa hūũ.

Das: *māī aap-koo duusraa kamraa nahīī dee saktaa.*
laʀaaii-kii uajee-see, bahot sipaahii loog is hooᴛal-mēē rahᵉtee hāī.
qur hamaaree ṗaas kuč jagaa nahīī.

Jim: *too māī kiaa karũũ.*
aap-kaa xiaal hai kee iee loog raat-kee pahᵉlee jaaēē-gee?

Das: *zaruur janaab.*
un-kii gaaʀii eek ghanᴛee-mēē jaaee-gii.

[Jim][1]: *too māī pahᵉlee khaanaa khaaũũ-gaa.*
kiōō-kee māī bahot bhuukaa hūũ.[2]
kiaa māī apnaa saamaan iahāā chooʀ saktaa hūũ?

Das: *zaruur janaab.*
māī uoo daftar-mēē rakh dūũ-gaa.

Jim: *aččhaa.*
māī eek ghanᴛee-mēē uaapas aaũũ-gaa.

Record 22A, after 2nd spiral.

2. One hour later.

Jim: *kiaa meeraa kamraa taiiaar hai?*

Das: *thooʀii deer ᴛhairiiee janaab.*
naukar aap-kaa kamraa abhii-tak saaf kar rahaa hai.
leekin das minaᴛ-mēē taiiaar hoo-gaa.

[1] Not on record.
[2] The record has "," by mistake.

Jim: *too māī iahāā baiᴛhūũ-gaa?*
mujh-koo bataaoo kee meeraa kamraa kis darjee-mēē hai.

Das: *aap-kaa kamraa tiisree darjee-mēē hai.*

Jim: *kiaa saʀak-par?*

Das: *jii hāā janaab. aap khiʀkii-see, bazaar deekh saktee hāī.*
leekin meeraa xiaal hai kee aap-kaa kamraa, ab taiiaar hai.
māī aap-koo dikhaaũũ-gaa.
naukar aap-kaa saamaan laaee-gaa.

Jim: *kiaa hooᴛal-mēē lifᴛ hai?*

Das: *jii nahīī janaab.*
ham-koo paidal jaanaa čaahiiee.

Record 22B, beginning.

3. Getting on the train.

Husein: *aap kahāā jaaēē-gee janaab;*

Jim: *bambaii.*

Husein: *iee too bambaii-kii gaaʀii nahīī.*
jaldii-see niičee jaaiiee.

Jim: *bahot meherbaanii.*

Husein: *jaldii kiijiiee janaab;*
iee naagpuur-kee gaaʀii hai, eek minaᴛ-mēē jaaee-gii.

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Jim: *bahot šukriiaa.*
leekin māī pahᵉlee naagpuur, aur uahāā-see bambaii jaaũū -gaa.

Husein: *iee duusrii baat hai.*
maaf kiijiiee.
too iee aap-kaa saamaan hai?

Jim: *jii hāā. iee bakas aur čhatriiāā.*

Husein: *kahāā rakh dũū.*

Jim: *kuč baat nahīī. bahot meherbaanii,*
aap kahāā jaa rahee hāī.

Husein: *māī naagpuur-tak is gaaʀii-mēē jaataa hũū,*
aur phir mooᴛar-see pahaaʀ-koo jaaũū-gaa.

Jim: *kiaa aap sirf tamaašee, aur mazee-kee liiee jaa rahee hāī?*

Husein: *jii hāā. kaam aur mazee-kee liiee. doonōō.*

Jim: *is gaaʀii-koo, duusrii gaaʀiiōō-see, ziaadaa uaķt lagtaa hai?*

Husein: *jii nahīī.*
laʀaaii-kii uajee-see, sab gaaʀiiōō-koo, pahᵉlee-see, ab ziaadaa uaķt lagtaa hai.

Record 22B, after 1st spiral.

4. Checking baggage.

Jim: *iee doo bakas kalkattee bheejnaa čaahᵉtaa hũū.*

baabuu: kiaa aap-kee paas ᴛikiᴛ hai?

Jim: *kis kisim-kaa ᴛikiᴛ,*

baabuu: reel gaaʀii-kaa.

Jim: *kiaa ᴛikiᴛ pahᵉlee leenaa čaahiiee?*

baabuu: jii hāā janaab,
ᴛikiᴛ baabuu-kaa daftar, isᴛeešan-kii, duusrii taraf hai.

Jim: *aur us-kee baad iahāā uaapas aaũū?*

baabuu: jii hāā. bakas iahāā rakh dii.[1]

Jim: *kalkattee-kaa kitnaa ᴛikiᴛ hai.*

ᴛikiᴛ baabuu: kalkattee-kaa ᴛikiᴛ soolaa rupaee hai.
leekin duusrii gaaʀii-kaa, thooʀaa kam hai.

Jim: *iee too bahot aččhii baat hai.*

ᴛikiᴛ baabuu: aap-kii xušii,[2]

Jim: *leekin duusrii gaaʀii kis uaķt jaaee-gii.*

ᴛikiᴛ baabuu: aaᴛh bajee-see pahᵉlee nahīī janaab.

Jim: *afsoos-kii baat.*
iee too bahot deer hai.

ᴛikiᴛ baabuu: māī kuč nahīī kar saktaa.

Jim: *too is gaaʀii-kaa ᴛikiᴛ, jaldii diijiice.*

[1] 'I've put it here'.
[2] 'As you please'.

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SECTION E—CONVERSATION

1. Covering the Hindustani in Basic Sentences
(Individual Study)

Cover the Hindustani of the *Basic Sentences* and practice saying the Hindustani equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Hindustani expressions for the English equivalents in the *Basic Sentences* as the Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You invite your friend to spend his vacation with you in the country, where you have a house. Tell him about the place where you live, about your friends there, etc. Make sure that he knows exactly how to get to your place.
2. Ask one of your friends about his plans for after the war: the work he wants to do, whether he is going to get married, etc.
3. Discuss what you are going to do in your next vacation—be specific.
4. Do some simple arithmetic involving addition of numbers adding up to less than thirty.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of previous lessons if necessary.

FINDER LIST

a

aasaan easy
aTHaais twenty-eight

b

baabuu employee
TikiT baabuu ticket seller
baais twenty-two
bakas suitcase
beeoḳuuf stupid

č

čaubiis twenty-four
čhabbis twenty-six
čhooRnaa to leave
čhuTTii (*-ii*) vacation, leave

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daftar
: office

h

hauaaii
: pertaining to air

hauaaii jahaaz
: the airplane

i

ikaais
: twenty-one

j

jagaa (*-ii*)
: place, the spot

jahaaz
: ship

k

kisii-
: see *Word Study*

l

laʀaaii (*-ii*)
: war

m

mazaa
: taste, pleasure

mazaa karnaa
: to have a good time, to enjoy one's self

meherbaanii (*-ii*)
: kindness

meherbaanii-see
: please

munšii
: clerk

p

paccïis
: twenty-five

pahaaʀ
: mountain

pahõčnaa
: to arrive

rang
: the color

reel (*-ii*)
: railroad

s

saal
: the year

saamaan
: property, goods, things

sattaais
: twenty-seven

š

šimlaa
: Simla (a city)

t

teeis
: twenty-three

tiis
: thirty

tiisraa
: third

tum
: you

T

ʈikiʈ (*-ii*)
: ticket, stamp

u

untiis
: twenty-nine

x

xaakii
: brown

xatarnaak
: dangerous

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UNIT 12

REVIEW

SECTION A—WHAT DO YOU KNOW IN HINDUSTANI?

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare paper with numbers from 1 to 40 and mark the statements that you will hear from your Guide or the phonograph record either *T* or *F*. After you finish the quiz, the Leader will read out the correct answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80% correct, you need more review of the previous units.

Spend the rest of the time going over the items on which you had difficulty.

SECTION B—HOW WOULD YOU SAY IT?

(Individual Study)

Prepare to give orally the Hindustani for each of the following sentences. Do not write anything down.

I.

1. The show was all right.
2. Shall I come with you?
3. Where were you last night?
4. How many sisters do you have?
5. The music was interesting.
6. She was sick.
7. The movie is going to start soon.
8. Please get a haircut after dinner.
9. Before going to the show, he was at our house.
10. The girls were in town.

II.

1. I am going to stay at my mother's house.
2. I hope they are well (speaking of somebody's parents).
3. I hope they are well. (Speaking of somebody's sisters.)
4. Please show me the new factories.
5. How many sisters did he have?
6. How old is your father?

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7. When will he get married?
8. You (addressing a lady) will be busy? That's too bad.
9. Please wash his clothes.
10. These people have to sleep.

III.

1. Which way (direction) is the factory?
2. Give me my umbrella.
3. Please give me your umbrella.
4. Where should I get a car?
5. I'll wait until the fog lifts (is over).
6. Please stay until the summer is over.
7. It isn't raining now; but it is going to rain tomorrow.
8. The clothes are dirty.
9. Around here (in this direction) there is plenty of sunshine in the summer.
10. What kind of entertainment do you like best?

IV

1. We have no teacher.
2. Do you teach languages every day?
3. Please be quiet.
4. Please tell him to be quiet.
5. Don't sit down on the table.
6. The teacher is going to tell him to study more.
7. You make a lot of mistakes.
8. They don't need these chairs and tables.
9. Those chairs are broken.
10. Is she good at that work?

V.

1. I won't get any vacation this year.
2. Traveling is expensive and dangerous.
3. I think there is no danger involved (in it).
4. It doesn't take more than eighteen rupees to go there.
5. Enjoy yourself!
6. What kind of ticket do you want to buy?
7. I want one round-trip ticket and two one-way tickets.
8. Don't leave your suitcase outside of the station.
9. Don't put it over there, either.
10. The clerk may give you other people's coats because he is stupid.

SECTION C—HOW DID YOU SAY IT?

Quiz by the Leader on the sentences in Section B, asking various members of the group: *hindustaanii-mẽẽ . . . -koo kiaa kahᵉtee hãĩ*".

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SECTION D—HOW WOULD YOU SAY IT? (*Cont.*)

(Individual Study)

Prepare to give orally the Hindustani for each of the following sentences:

I.

1. Wait until the movie begins.
2. Don't ask me about this.
3. I need a haircut; where should I go?
4. Do you have to buy anything?
5. Do you have any brothers or sisters?
6. Do you have any money?
7. Please bring your elder brother's son with you.
8. Will your mother come with you?
9. I'll go to town with your brother.
10. Were you here with your brother?

II.

1. They are just showing the new house to their friends.
2. She does nothing for her friends.
3. The new servant does all the housework.
4. Don't wash my clothes; I'll wash them tomorrow.
5. She was thirsty but not hungry.
6. Take a rest (rest somewhat), and afterwards try to study.
7. Don't go to school without eating a meal.
8. Tell the servants to make the dinner ready.
9. Will you have some salt?
10. Your father wasn't sleeping when we were at your house.

III.

1. The weather isn't always like this.
2. I have no raincoat.
3. Have you got my umbrella, or yours?
4. The sky is clear.
5. There are no clouds in (on) the sky.
6. Sometimes there's no sunshine at all in the winter.
7. Where can I get an umbrella?
8. The wind is stronger today than yesterday.
9. You can't go out without your umbrella.
10. On account of the snow, it's dangerous to walk on the road.

IV.

1. Are you going to study Hindustani before going to India?
2. Do you need any books?
3. I'll give you my books, and you (please) give me your friends' (books).
4. Try to speak Hindustani.
5. (Give an) answer (of) my question before you ask your(s).

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6. Is there any news in the newspaper this morning?
7. You aren't going to get any letters tomorrow.
8. I don't need electric lights in this house.
9. Put down the paper!
10. Weren't you ever in America?

V.

1. Some people get sick from riding in an airplane.
2. I am going to live at a new place this summer.
3. It takes money to enjoy one's self.
4. Ask the clerk how much the ticket costs.
5. Have you got a first-class ticket to Calcutta?
6. Traveling is difficult on account of the war.
7. After the war, traveling by airplane won't cost much.
8. These trains are always late.
9. Before taking [your] trip, check (send) your baggage.
10. We go to our place in the mountains every year.

SECTION E—HOW DID YOU SAY IT?

Quiz by the Leader on the work you did in Section D. Keep your book closed. The Leader will ask everybody to take turns in speaking sentences by saying: "*hindustaanii-mẽẽ . . . -koo kiaa kahᵉtee hāī.*" If you have a Guide, he will check on your pronunciation and the correctness of your Hindustani.

SECTION F—LISTENING IN (QUESTIONS)

To the Group Leader: Follow the instructions given in Section F of Unit 6.

Listen to the Guide or phonograph record twice. Be prepared to answer, in complete Hindustani sentences or phrases, the questions listed below on each particular conversation. If you cannot do this without hesitation, you need to review the previous *Listening In's*.

Record 24A, beginning.

1. "*Movies or stage.*"
   1. Where is Mr. Das going tonight?
   2. What does Mr. Das tell Jim to do?

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3. Does Jim want to go to the same place?
4. What about Jim's likes and dislikes?
5. What is Mr. Das' second suggestion?
6. Why does Mr. Das think it is important to hurry up?
7. Where is Jim going to go?

Record 24A, after 1st spiral.

2. "*Customs inspection.*"

1. Who is Mr. Das?[1]
2. Where is Mr. Ram Lal coming from?
3. Where does the conversation take place?
4. What does Mr. Das ask Mr. Ram Lal first?
5. Where is Mr. Ram Lal's home?
6. Where was Mr. Ram Lal half a year ago?
7. How many pieces of baggage does he have?
8. Is he going to stay at home for good now?
9. Does he have to let Mr. Das see all his belongings?
10. What does Mr. Das want to know about Mr. Ram Lal's baggage?
11. What does Mr. Ram Lal say he has in his suitcases?
12. How many suitcases is Mr. Ram Lal supposed to open?
13. What does Mr. Das pick on?
14. Does Mr. Das find any fault with the baggage?
15. How much does Mr. Ram Lal have to pay?
16. How do you know the raincoat is not in one of the big suitcases?
17. How do you know it was not bought in America?

Record 24A, after 2nd spiral.

3. "*Newspapers.*[1]"

1. Does Mr. Das know how to read and write?
2. What is he doing?
3. Where does the conversation take place?
4. How often does the paper come?
5. Why is Mr. Das dissatisfied with the local paper?
6. What is his special interest?
7. Should Jim buy his paper at the stand?
8. How much is a Calcutta paper?
9. What is Jim going to do?

Record 24B, beginning.

4. "*The new house.*[2]"

1. Is the house ready to live in?

[1] The corresponding English word is used in Hindustani.

[1] By mistake, the records have *likh*--- instead of *paRh* --- in all four instances.

[2] *nahaanaa* 'to bathe'.

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2. What do you know about the family of the speaker?
3. Does the speaker own the house?
4. Is it a very large building?
5. How many stories does it have?
6. Are the stories of about equal size?
7. How many rooms does it have?
8. Is there a bathroom on every floor?
9. Is it located in the city?
10. Is it necessary to go upstairs or downstairs in order to get from the dining room to the living room?
11. Are the bedrooms and the bathroom on the same floor?

Record 24B, after 1st spiral.

5. *"Das' Sister."*

1. Is she a younger or older sister?
2. Has she been in good health?
3. Where does she live?
4. Does she live with her parents?
5. Does Jim know about her husband?
6. Does she have a job?
7. What does her husband do for a living?
8. Her husband recently changed his job. Did he change his line of work, too?
9. Why should he want to travel?
10. Has he been outside India?
11. Where would he like to go?
12. Is there a chance that he will, and when?

Record 24B, after 2nd spiral.

6. *"Das and Ram Lal are riding up the elevator. Ram Lal invites Das to look at his new office."*

1. Have the two gentlemen met before?
2. Who is in the office besides the two gentlemen?
3. Is it a one-room place?
4. Mr. Das says some things about the new office are all right but others aren't. What does he like, and what does he dislike?
5. What does he think is wrong with the windows?
6. Did he know Mr. Ram Lal's old place?
7. Does Mr. Ram Lal deny what Mr. Das says?
8. What does he say used to be wrong with the old office?
9. Does he drive a car?

Record 24B, after 3rd spiral.

7. *"Simla."*

1. What does the speaker say about the Himalaya mountains?
2. Where is Simla situated?

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3. Does the speaker mention any rivers?
4. What is the climate of Simla, in Summer and Winter?
5. At what time of the year are there more people in Simla?
6. Some of the Indian government offices move from Delhi to Simla during the Summer months. Why?
7. Is the weather mostly cloudy in Simla?
8. Has the speaker ever been there?

SECTION G—CONVERSATION REVIEW

Hold a series of conversations, from one to two minutes each, on as many of the topics which have been developed in Units 1-12 as you can, combining and varying them as you wish. All members of the group should have a chance to take part.

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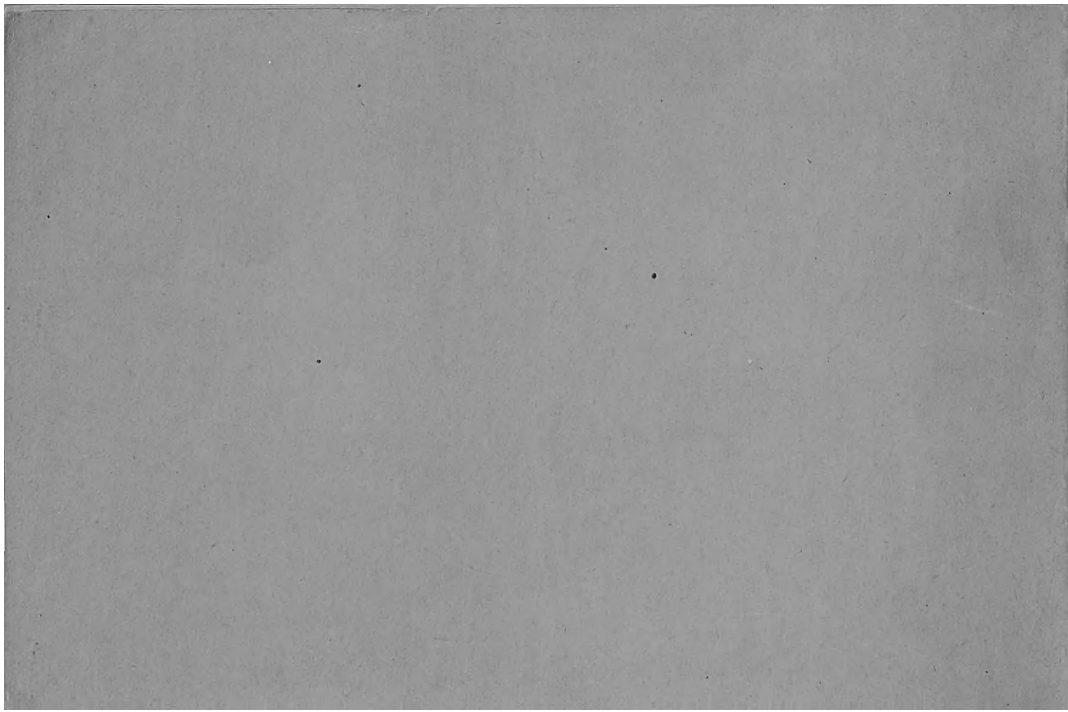

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